DOCUMENT RESUME

ED 406 057 PS 025 305

TITLE	Hearings on "Parents, Schools and Values." Hearings before the Subcommittee on Oversight and Investigations of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
INSTITUTION	Congress of the U.S., Washington, DC. House Committee on Economic and Educational Opportunities.
REPORT NO	ISBN-0-16-052874-7
PUB DATE	96
NOTE	151p.; Serial No. 104-53. Document contains several pages of small print.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Government Role; Hearings; Moral Values; Parent Attitudes; Parent Role; *Parents; *Parent School Relationship; Parent Student Relationship; Public Schools; School Role; Sex Education; *Values; *Values Education
IDENTIFIERS	Character Development; Character Education; Congress 104th

ABSTRACT

These hearings transcripts present testimony regarding parents' and schools' roles in teaching values to school age children, the federal funds involved in values education, and the remedies available to parents who may object to or be offended by some of the topics taught and the vehicles used to teach these topics. Witnesses included: (1) representatives from Delaware, California, Wisconsin, Michigan, and Ohio; (2) William Bennett, former Secretary of Education; and (3) several parents, teachers, and school administrators. Testimony presented noted that parental involvement is the most important factor in helping children succeed in school. Parents want their children to be taught the basics, but trust in schools is broken when parents are shut out of the process. Schools need to reflect the values of the community. School choice improves schools and reinvolves parents. How people in school treat one another is more important than values programs. Children are moral agents who recognize right from wrong as defined by moral influences, whether from parents, teachers, friends, or television. Additional testimony conveyed parents' disagreement with the content of information conveyed in school programs for sex education and AIDS education, parents' concerns about treatment of homosexual students, and possible misuse of government funds for AIDS education. (KDFB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

HEARINGS ON "PARENTS, SCHOOLS AND VALUES"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 406 057

HEARINGS

BEFORE THE

SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS

OF THE

COMMITTEE ON ECONOMIC AND EDUCATIONAL OPPORTUNITIES HOUSE OF REPRESENTATIVES

ONE HUNDRED FOURTH CONGRESS

FIRST SESSION

HEARINGS HELD IN WASHINGTON, DC, DECEMBER 5 AND 6, 1995

Serial No. 104–53

Printed for the use of the Committee on Economic and Educational Opportunities

PS 025305

BEST COPY AVAILABLE

U.S. GOVERNMENT PRINTING OFFICE
25-731 CC WASHINGTON : 1996

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-052874-7

COMMITTEE ON ECONOMIC AND EDUCATIONAL OPPORTUNITIES

WILLIAM F. GOODLING, Pennsylvania, *Chairman*

THOMAS E. PETRI, Wisconsin
MARGE ROUKEMA, New Jersey
STEVE GUNDERSON, Wisconsin
HARRIS W. FAWELL, Illinois
CASS BALLENGER, North Carolina
BILL BARRETT, Nebraska
RANDY "DUKE" CUNNINGHAM, California
PETER HOEKSTRA, Michigan
HOWARD P. "BUCK" McKEON, California
MICHAEL N. CASTLE, Delaware
JAN MEYERS, Kansas
SAM JOHNSON, Texas
JAMES M. TALENT, Missouri
JAMES C. GREENWOOD, Pennsylvania
TIM HUTCHINSON, Arkansas
JOSEPH K. KNOLLENBERG, Michigan
FRANK D. RIGGS, California
LINDSEY O. GRAHAM, South Carolina
DAVE WELDON, Florida
DAVID FUNDERBURK, North Carolina
MARK SOUDER, Indiana
DAVID McINTOSH, Indiana
CHARLIE NORWOOD, Georgia

WILLIAM L. CLAY, Missouri
GEORGE MILLER, California
DALE E. KILDEE, Michigan
PAT WILLIAMS, Montana
MATTHEW G. MARTINEZ, California
MAJOR R. OWENS, New York
THOMAS C. SAWYER, Ohio
DONALD M. PAYNE, New Jersey
PATSY T. MINK, Hawaii
ROBERT E. ANDREWS, New Jersey
JACK REED, Rhode Island
TIM ROEMER, Indiana
ELIOT L. ENGEL, New York
XAVIER BECERRA, California
ROBERT C. SCOTT, Virginia
GENE GREEN, Texas
LYNN C. WOOLSEY, California
CARLOS A. ROMERO-BARCELO, Puerto Rico
CHAKA FATTAH, Pennsylvania

JAY EAGEN, *Staff Director*
GAIL E. WEISS, *Minority Staff Director*

SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS

PETER HOEKSTRA, Michigan, *Chairman*

BILL BARRETT, Nebraska
CASS BALLENGER, North Carolina
RANDY "DUKE" CUNNINGHAM, California
HOWARD P. "BUCK" McKEON, California
MICHAEL N. CASTLE, Delaware
DAVID WELDON, Florida
WILLIAM F. GOODLING, Pennsylvania
HARRIS W. FAWELL, Illinois

THOMAS C. SAWYER, Ohio
MATTHEW G. MARTINEZ, California
JACK REED, Rhode Island
TIM ROEMER, Indiana
ROBERT C. "BOBBY" SCOTT, Virginia
GENE GREEN, Texas
CHAKA FATTAH, Pennsylvania

CONTENTS

	Page
Hearings held in Washington, DC:	
December 5, 1995	1
December 6, 1995	41
Statement of:	
Baltz, Patricia Ann "Pann,"	24
Bennett, William J., Co–Director, Empower America	4
Connelly, Claire	88
Dent, George, Jr.	114
Grantham, Warren	65
Griffith, Mary A.	68
Martinez, Sandra	43
Maclone, Nancy	51
Simon, Anne	118
Storm, Dr.	123
Prepared statements, letters, supplemental materials, et cetera:	
Baltz, Patricia Ann "Pann," prepared statement of	27
Bennett, William J., Co–Director, Empower America, prepared statement of	9
Castle, Hon. Michael N., a Representative in Congress from the State of Delaware, prepared statement of	145
Connelly, Claire, prepared statement of	90
Cunningham, Hon. Randy "Duke," a Representative in Congress from the State of California, prepared statements of:	
December 5, 1995	141
December 6, 1995	143
Dent, George, Jr., prepared statement of	115
Grantham, Warren, prepared statement of	66
Griffith, Mary A., prepared statement of	69
Gunderson, Hon. Steve, a Representative in Congress from the State of Wisconsin, prepared statement of	143
Hoekstra, Hon. Peter, a Representative in Congress from the State of Michigan, prepared statements of:	
December 5, 1995	142
December 6, 1995	146
Maclone, Nancy, prepared statement of	54
Martinez, Sandra, prepared statement of	46
Sawyer, Hon. Thomas C., a Representative in Congress from the State of Ohio, prepared statement of	141
Simon, Anne, prepared statement of	120
Storm, Dr., prepared statement of	124

HEARING ON "PARENTS, SCHOOLS AND VALUES"—Part 1

TUESDAY, DECEMBER 5, 1995

HOUSE OF REPRESENTATIVES, SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS, COMMITTEE ON ECONOMIC AND EDUCATIONAL OPPORTUNITIES, *Washington, DC.*

The subcommittee met, pursuant to call, at 1 p.m., Room 2175, Rayburn House Office Building, Hon. Peter Hoekstra, Chairman, presiding.

Members present: Representatives Hoekstra, Cunningham, McKeon, Castle, Weldon, Goodling, Gunderson, Sawyer, Scott, Reed, Roemer, Green and Fattah.

Staff present: Kent Talbert, Professional Staff; Emilia Disant, Professional Staff; Sharon Worthy, Professional Staff; Vic Klatt, Education Coordinator; Sally Lovejoy, Senior Education Policy Advisor; Denzel McGuire, Legislative Assistant; Sara Davis, Legislative Assistant; Chris Collins, Staff Assistant; and Dr. June L. Harris, Education Coordinator.

Chairman HOEKSTRA. The subcommittee will come to order. I would like to welcome everyone to this hearing of the Subcommittee on Oversight and Investigations.

This hearing is entitled Parents, Schools and Values. It will take place over a two day period. Let me take this opportunity to add a little bit about my perspective on this hearing, to the many other perspectives that have been brought forth over the last three or four months.

The overarching theme of these two days of hearings, is about parents reclaiming their role as the primary and most important teachers of values to this Nation's school age children.

For me this hearing has several purposes. The first is to consider values in a big picture sense, and how those values are communicated in society. Particularly, by parents.

The second purpose of this hearing is to heighten public awareness regarding the information that is communicated and provided to our children in the schools.

We will also discuss the flow of Federal funds that underlies the teaching of these topics and the remedies that are available to parents of school children who may object and/or be offended by some of the topics taught and the vehicles used to teach these topics.

Over the last few months I have been asked the question, why are you having this hearing? There are several reasons. As a legislator and as a Member of the committee that authorizes the Department of Education and as the Chair of the Oversight and Investigations Subcommittee I have several responsibilities.

They include, ensuring the effective, efficient and economical operation of the agencies within our jurisdiction. Ensuring that these agencies and programs are operating in compliance with the spirit and letter of all applicable laws.

Ensuring that there is no fraud, waste and/or abuse among these agencies and programs. And ensuring that the agency or program is fulfilling an appropriate Federal mission.

My responsibilities as a legislator, Member of Congress and Chairman of an Oversight Subcommittee also include making the American public, and in this case particularly parents, aware of what is going on in our schools.

I want to heighten their awareness and peak their interest. I hope that this hearing will be a catalyst for parents. As I've noted time and time again, we are a fact finding subcommittee. We will hear from several individuals.

Today we are joined by William Bennett, the former Secretary of Education and the author of the Moral Compass, the Book of Virtues and the Index of Leading Cultural Indicators.

And also by Patricia Baltz, who is the 1993, California Teacher of the Year. Tomorrow we will be hearing from parents, teachers, school administrators and others.

They will speaking to us about their personal experiences. We will also hear from an individual familiar with the flow of Federal funds into various communities and the remedies that are available to parents of students.

That's enough of my comments. I would like to yield to Mr. Sawyer, from Ohio, for his opening statement and also express his appreciation for working in a very collaborative spirit as we have worked over the past few months in putting this hearing together. Mr. Sawyer.

Mr. SAWYER. Thank you, Mr. Chairman. I am grateful to you for expressing my appreciation. Let me express it myself.

Chairman HOEKSTRA. Did I say that wrong?

Mr. SAWYER. We've been working well together on this and I just want to mention as an aside, that while, from time to time there have been some who have perceived this hearing as difficult and challenging, that the fact of working with you on this has been a task of substantial cooperation.

And I really, very much appreciate that. Mr. Chairman, I really am intrigued by the premises of today's hearing. I think its safe to say that all of us agree that values are important. And I would hope that we would all also agree that values ought to derive initially from the home.

A child's parents and family ought to be the first and most prominent influence in values and education in particular. However, the role of schools is a somewhat more complex question.

Schools can take on this kind of role in different forms. Some seem to advocate a more proactive approach to teaching values, while others would prefer a more prohibitive approach be taken by the school.

All would agree that whatever pro we are talking about, that the issue is provocative. The role of schools and teaching values is a question that needs to be carefully considered by every local com-

munity in the light of needs and traditions and concerns of that area.

Nothing in Federal law prevents communities from deciding to take either of the approaches that I just mentioned or any other for that matter.

Many States have also taken a role in assisting local communities with information, opportunities for training students, parents and teachers, and other resources.

Secretary of Education Dick Riley had taken the lead in trying to address some of these questions on a national scale. And define and provide a variety of answers to questions of the roles of schools and teaching values.

He has created the Family Involvement Partnership for Learning, which brings together some hundred civic organizations, including 30 religious organizations, to explore and discuss options that are available to local communities.

But it becomes increasingly clear that this place, here, the legislative arena, is the one place from which it may be the most difficult to provide clear and consistent answers in matters of this kind to parents and communities.

Posted along the walls over here, you can see four examples of places in Federal law that explicitly state that the Federal Government is prohibited from determining the content of local school curricula to States, communities and parents.

Perhaps the best we can do in a setting like this, is what I hope we are trying to do here today, Mr. Chairman, not so much to provide answers, but to raise questions.

We've got two witnesses here today who I think will make an enormous contribution. It's great to welcome former Secretary Bennett back to the committee and this subcommittee. He obviously needs no introduction.

His reputation and accomplishments are well known across the country and as he has shown time and again, Mr. Chairman, he is more than capable of speaking for himself. Patricia Ann Baltz, Pann Baltz, who is our second witness, will provide another dimension to this discussion in sharing the perspective of children and their needs. Mrs. Baltz is a fourth and fifth grade multi-age teacher.

She is an indelible and inspiring example of the kind of teacher that we all hope our children will encounter in the course of their educational careers. She's overcome physical challenges to pursue her dream of teaching and in the process has become a leader in her field.

As you mentioned, Mr. Chairman, she was California Teacher of the Year and Disney Teacher of the Year in 1993, and she is also a member of Secretary Riley's Partnership.

As I understand, she has crossed the country, or crossed three time zones, in any case, twice in the last three days, just so she could teach class for half of yesterday and still be involved in what we are doing here today.

She has told us that she is here today to be a voice for the children of this country. I'm confident that she will speak for many here today. I thank you, Mr. Chairman, I appreciate our work together on this.

Chairman HOEKSTRA. Thank you, Mr. Sawyer. Any other Members who have opening statements can submit them for the record. Dr. Bennett, welcome back.

STATEMENT OF WILLIAM J. BENNETT, CO-DIRECTOR, EMPOWER AMERICA

Mr. BENNETT. Thank you.

Chairman HOEKSTRA. You were the first witness we had in 1995, for this subcommittee and its nice to have you back.

Mr. BENNETT. Thank you, Chairman, I'll submit my statement for the record. I will just make a few general remarks and then welcome questions. I will take the opportunity to try to set this in some kind of context.

When I became Secretary of Education, my wife, who was a former elementary school teacher, a special education teacher, said to me "don't just make pronouncements from Washington. Go out and teach school."

Talk to students, teachers, parents, school boards, then make your pronouncements'. I said, "Elaine, I am the Secretary of Education of the United States, I don't do retail, I do wholesale."

And she, the daughter of a salesman, said if you do retail you will do better wholesale. So I went to 110 classrooms and taught. And as Dan Quayle can tell you, that can be a risky thing, if you make a mistake you can lead the evening news.

But I did learn a lot and listened a lot. Nevertheless, I take it that my role here and the division of labor is somewhat wholesale and retail. You've got a classroom teacher, a superb classroom teacher I understand, Mrs. Baltz, to talk about her perspective.

I guess my perspective should be that of wholesale. But I want you to know that its based on some retail considerations and a lot of visits to schools over the last 20–25 years and a lot of classroom teaching.

As a professor, a teacher, as well as Secretary of Education, as you know, I don't have to tell you, your hearing is surrounded by a buzz. This town often gets a buzz.

And I have been getting calls all hours of the day and night about whether I am here to bash somebody or argue the merits of alternative lifestyles or debunk alternative lifestyles or whatever. I am not here to do either of those things.

I am here to do what you asked me to do. What you and Mr. Sawyer asked me to do which is to try to put this question of parents and schools and values in some general philosophical perspective in light of current circumstances.

Let me try to do that as best I can. There is bad news and good news. Bad news is from evidence daily, we need to pay a lot more attention to the education of the young. And the education of the character of the young.

I don't much like the word values, because as someone said to me once about my book, they called it the book of values. I said, its not the book of values, that's the Sears catalog.

And values are important, but values is a word that we've defined our moral literacy down when we moved from the word virtue to the word values. But I don't want to get hung up on that, I don't want to be pedantic about that.

The more important point, I think, is to recognize that the American people, if you look at every public opinion poll, will tell you that they think the biggest problem in the country is decline.

They are worried about the continuation of this republic. They are worried about whether standards of personal responsibility are collapsing and eroding.

They are worried about families. They are worried about whether this country can continue. They regard, if you will, the personal, the moral, the spiritual, these issues of responsibility as more important than the political right now.

And in that I think they are right. Daily evidence suggests they are right. Without even talking about the schools, think about the United States Naval Academy, which has, in the last year, had scandals about cheating.

Scandals about drug use and other problems. I have now been asked to talk to some people there about their problems and one of the suggestions is to have a center for moral excellence at the U.S. Naval Academy.

The U.S. Naval Academy should not have a center of moral excellence, it should be a center of moral excellence. If you can't have it at the U.S. Naval Academy, at West Point, at the United States Air Force Academy, where the best and brightest are, where can you have it?

Indeed it would be nice if many institutions aspired to that. But, we know we've got a problem in this regard. We know we've got a problem in regard to standards of personal behavior.

Pick up the newspaper, any newspaper, read the Metro section, not necessarily the front page section where they may be carried away by the latest congressional problem, but to the Metro section where people live.

And we will see that these problems are real. But the good news is that the American people understand it and recognize it. And so they look to the schools as they often have to help ameliorate this problem.

The belief that moral values should be taught to young people, is as old as this republic itself. Benjamin Franklin wrote about it, our founders wrote about it. The belief that schools should convey good examples of character by way of teachers, by way of personnel there.

And that we should engage in such lessons has got a venerable history in this country. It is in fact interesting that we have the debate now about the teaching of values in public schools.

When, if you look at the historic record you will see, that the American common school, which was the predecessor of the public school, was established for primarily this purpose.

So that there would be a common code of morality among the American people. Whom it was recognize early on came from very different parts of the globe. It would be good for this country to survive, for its people to have a common set of understandings and beliefs.

That was true then and it is true now. How do we do it? I think that, again, I am going to compress an awful lot of literature in a short sound sequence here. But essentially Aristotle was right.

Aristotle said that you teach morality three ways. Habit, precept and example. Habit being the most important, he thought. He said it is not a small matter whether people develop the right habits from youth.

It is not a matter of some consequence, it is a matter of paramount consequence. Habit makes a great deal of difference. What are the habits you encourage among the young? Well, he says, you become good by doing good acts.

And you do that by imitating good actions. I think contemporary psychology and psychiatry would bear out Aristotle. Second, you teach precepts, rules of behavior, ideas, stories. And third, there is example. The power of example is really quite extraordinary in human life.

Young people need to see in their own lives, in their own homes, in their own classrooms a people who take morality seriously. Not angels, not saints, but people who are trying to be better and more responsible people.

The British philosopher, Mary Warnock, wrote once, you cannot teach morality. You cannot teach morality without being committed to morality yourself. And you cannot be committed to morality without holding that some things are right and other things are wrong.

And you cannot really explain to young people what its about in a way that it will take, unless they see with their own eyes that you take it seriously.

The point of that is to make clear that to teach right and wrong, to have some sense that you are engaged in enterprise which is going to effect people's behavior, is different from engaging in intellectual word games about ethics.

.Or international word games about ethical dilemmas. You do not make people better by asking them to consider whether, if you have 11 people on a nine person lifeboat, which two to throw off.

You know, the congressman or the Presidential Candidate or the journalist. This may be fun, but its got nothing to do with improving people's behavior. If you want to improve people's behavior, you will try to habituate them to the right kinds of behavior, as we do as parents.

Please, pick up your clothes and put them in the hamper. Pick up your clothes and put them in the hamper. For pete's sake, pick up your clothes and put them in the hamper. There are better and worse ways to do it, but we are human, we lose our temper.

And by trying to model the best behavior that you can and by trying to encourage and by trying to explain to the little human beings with whom you have this intimate association, what's expected of them.

Now for many Americans, this takes the form of explaining to them that they are human beings, that they are creatures with souls, that they are made in the image of God, that they should do better, since their destiny is to do better.

Some Americans don't believe that, so they teach otherwise. But, it seems to me that the enterprise is essentially the same. Try to give kids some sense of what these concepts mean. To try to habituate them, to give them the right kinds of habits.

And try to be as best we can, knowing that we are going to fail a lot of the time, the best examples. What about in the schools? It seems to me it is essentially the same enterprise.

And again, the belief that moral values should be taught in the schools is as old as the republic itself. Charles Eliot, the President of Harvard, wrote once, in the campaign for character, no auxiliary are to be refused.

And most parents would like help. Most parents would like help from their schools, their churches, their communities and their neighbors. We have two little boys and we send them to a school where we like the people that teach there.

That's one of the reasons that we picked that school. And we think that they pretty much share what we think. Though they don't share everything we believe or they may not share everything we believe. Because, we basically trust them, we give them room and leeway.

And I think this is a very important point that cannot be overstated. If there is basic trust between the school and the parents, most parents will give schools a lot of leeway. Schools will give parents a certain degree of leeway on things like checking on homework and the like, too.

But that trust, it seems to me, is a very important and essential component to the education of the young, the education of the character of the young. I want to get a commercial in here now and I don't want to divide the committee but two of the reasons that I have been a strong supporter of school choice, follow from this.

One, under school choice, parents and teachers can agree on the kind of school they want to run. What kind of rules they want to have, the kind of values they want to teach and it seems to me that this can work for everybody's good.

This may mean that there may be schools that are teaching things that some people may not like. But, that a community of parents and children and teachers likes, and I think that's fine.

The other reason is a lot of the toughest questions that you will hear about in the next day or two. Many of those questions, it seems to me, could be, or the problem that these questions suggest, could be ameliorated by having people take their choice of schools, making their choice of schools.

Having schools within schools. Places where different emphases are put. Places where different principles are upheld or defended. Places that understand different backgrounds or different orientations of students.

And this is, I think, in a free society, not an unreasonable way to look at it. Final couple of points about the schools. If what I've said about moral education, generally, is true and I believe it to be, that it has to do with habit and precept and example, then teachers and principals have to be willing to articulate ideals and convictions to students.

The character of the school is conveyed much less by whether it teaches these courses specifically, then by the behavior of the adults and the personnel in the school.

If you go to a school, and I've been to zillions of schools, what's more important in terms of the values environment of that school,

is not whether it has several courses on values, but rather things like how teachers treat students.

How students treat teachers, how principals treat teachers. Whether standards of achievement and work are real or are they phony. Let me give you an example of a school I went to because they asked me to come and look at their ethics curriculum.

They had all sorts of fancy stuff. They had all sorts of professors from the universities, they were doing all sorts of wonderful things, or so they thought, in ethics.

The problem was, apart from this agenda, there was a lot of stuff going on in the school which shouldn't have been going on. Like drug dealing, like students yelling at teachers and cursing at them.

Like a teacher saying to a class of students, if you don't hassle me and let me read my newspaper, I won't give you homework. I don't care what the course descriptions look like, this place, this place is a pit. This is a place where children are mislearning all sorts of things.

And you could have the five Nobel Prize philosophy ethics professors, and if you had that kind of environment in the school where kids are learning, its all a game. Its all make believe, it doesn't really apply to the school or the real world. What Michael Rutter has called the ethos of the school.

The character of the school is more important than its course selection. Finally, I would point out that despite the claims that are made over and over again, about the increasing diversity of American education, about the increasing diversity of the student body in America, one thing needs to be made plain it seems to me.

The moral needs of students, from what I can tell, from what I have seen and from what I have read, are pretty much the same no matter where your students come from.

When I was coming up with this idea, which resulted in the Book of Virtues, I talked to teachers all around the country and they said how can we teach right and wrong and values when we have students from so many diverse cultures?

Well, I won't deny that people with different cultural backgrounds might disagree on certain things, but I also want to point out that these are Americans. There's a lot of disagreement among White Anglo-Saxon protestants. There's a lot of disagreement around Irish Catholics, my group.

But there is also a lot that we agree about. And in school, it seems to me, we don't have to get into all the questions that divide us, it seems to me that the first work that has to be done, particularly if we look at the headlines in the newspapers, is the basic work.

You know you learn to walk, before you learn run. You don't start students in Math at Calculus, you start them with Arithmetic. And given the current condition of things in the United States, it seems to me you have to start with the fundamentals, if you will, the more fundamentals.

I don't care if your students are black or white or green, from Persia, Greece or Finland, they want to be treated with respect. The girls don't want to be hassled by the boys. People don't want to be pushed around by bullies.

People want to be given a sense of responsibility. People want to be given a sense of aspirations. People want space and room and should be given space and room to express their faith and their religious beliefs.

People want to be treated with compassion when they are truly hurting and suffering. And people expect, I believe, that friends will stand by them through distress.

I have made it a point to study a lot of cultures in gathering material for these books. There is not much disagreement about these things, culture to culture. We don't have to have all the disagreements that we have currently in this debate.

And I think one way to recognize it, this is the way it is for me, and this is what I say in my book. No matter where our kids come from, no matter what their background is, to me, the most important environment is the internal environment.

And to me, as a Catholic, the most important thing about children is that they are moral and spiritual beings. And that the souls of children has no color. It has no ethnic background, and that's what we are addressing when we address them in moral education.

We take them seriously as moral agents or we do not. I think that decision is the first and most crucial. I'm done.

[The prepared statement of Mr. Bennett follows:]

STATEMENT OF WILLIAM J. BENNETT, CO-DIRECTOR, EMPOWER AMERICA

It is a pleasure to address this committee on a subject of enormous importance—the transmission of values to children, and the role that parents and schools must play.

Teaching character where it must—in the home, with parents. But while inculcating values should begin at home, schools must help. As President Eliot of Harvard once reminded us, "in the campaign for character no auxiliaries are to be refused." And the school can be a mighty auxiliary.

The Historical Role of Schools in Moral Education

The belief that moral values should be taught to young Americans in the schools is at least as old as the nation itself. Thomas Jefferson's *Bill for the More General Diffusion of Knowledge*" argued for an educational system that would fortify citizens with moral probity to resist the schemes of enemies of liberty. In his *Proposals Relating to the Education of Youth in Pennsylvania*, Benjamin Franklin prescribed the study of ethics in an instructional program that would seek to instill "benignity of mind." Perhaps the most explicit embodiment of this drive to inculcate the young with moral lessons is to be found in the *McGuffey's Readers*. On another level, John Dewey's forceful and highly influential writings concerning the independence of democracy, education and moral character are a modern reformulation of the old belief that "virtue" can and should be taught in the schools.

Beginning in the mid-nineteenth century, a diverse, widespread group of crusaders began to work for public support of what was called the "common school," the forerunner of the public school. The common schools were to be free, funded by local and state governments, and controlled by local lay boards. And—this is important—they were to be charged with the mission of moral and civic training, training that found its roots in shared values. The advocates of the common school felt that the nation could fulfill its destiny only if every new generation was taught these values in a common institution.

Even with the coming of progressive education at the turn of the century, the understanding of the role of the public schools in forming character and fostering citizenship was not lost. But over the years it began to take a new form, and so did educational leadership. Like so many other groups in America, education leaders began to view themselves as a confederation of experts, sanctioned by training, tied together by professional associations, supported by science, and aided by elaborate research techniques.

Value Neutrality in Public Education

In the past quarter-century, some of the so-called experts became proponents of "value neutrality," and moral education seemed increasingly to have been left their hands. The commonsense view of parents and the public, that, schools should reinforce rather than undermine the values of home, family, and country, was increasingly rejected. Irving Kristol writes in the Fall, 1995 issue of *The Public Interest* that, "One day, so to speak, millions of American Christians . . . came to the realization that they were institutionally isolated and impotent. They quite naturally wanted their children to be raised as well-behaved Christians but discovered that their authority over their own children had been subverted and usurped by an aggressive, secular liberalism that now dominated our public education system and our popular culture. They looked at our high schools and saw that gay and lesbian organizations were free to distribute their literature to the students but that religious organizations were not. They saw condoms being distributed to adolescent teenagers while the Supreme Court forbade the posting of the Ten Commandments on the classroom wall."

Parents are not the only ones who disagree with the sea-change that has taken place in our public schools. Students—teenagers—also believe that moral education has a rightful place alongside intellectual instruction. George Gallup, in his book *Growing Up Scared in America* writes that according to a recent Gallup Youth Survey, "Ninety-six percent of teens believe lessons in honesty should be part of their regular curriculum. Another 92 percent feel that the curriculum should include lessons in caring for family members and friends. Some 88 percent support instruction in moral courage; 85 percent support instruction in patriotism; 84 percent support instruction in the meaning of democracy; and 77 percent support instruction in the Golden Rule [Do unto others as you would have them do unto you].

Parents do have recourse. They should insist on their child's school maintaining policies that reward good behavior and punish bad. We must have teachers and principals who not only state the difference between right and wrong, but who make an effort to live that difference in front of students.

What Needs to Be Done

If we want our children to possess the traits of character that we most admire, we need to teach them what those traits are. They must learn to identify the forms and contents of those traits. They must achieve at least a minimal level of moral literacy that will enable them to make sense of what they see in life and, we may hope, will help them live it well.

We should teach values the same way we teach other things; one step at a time. You have to walk before you can run, and you ought to be able to run straight before you are asked to run an obstacle course. So the moral basics should be taught in school, in the early years.

Our public schools once placed the building of character and moral discernment on a par with developing the intellect. And they can once again. We can get the values Americans share back into our classrooms. And we will work to do this. Those who claim we are now too diverse a nation, that we consist of too many competing convictions and interests to instill common values, are wrong. Yes, we are a diverse people. We have always been a diverse people. And as James Madison wrote in *The Federalist*, the competing, balancing interests of a diverse people can help ensure the survival of liberty. But there are values that all American citizens share and that we should want all American students to know an embody: honesty, fairness, self-discipline, fidelity, love of country, and belief in the principles of liberty, equality, and the freedom to practice one's faith. The explicit teaching of these values is the legacy of the common school, and it is a legacy to which we must return.

Chairman HOEKSTRA. Thank you. You know its interesting that you talked about the issue of trust between parents and schools. One of the reasons we've had this hearing is just for the feedback that you constantly get.

In my District we've had a number of people for a multitude of reasons, opt out of the traditional school system and choose home schooling.

They believe its the best way to get the education, the values that may or may not be reinforced in the school. You have been involved in the education, what do you perceive some of the real reasons for this trust between the public and the school system?

Has it broken down? And, if so, what are some of the reasons?

Mr. BENNETT. In some places its broken down and some places it hasn't. Look, a lot of Americans who were basically trusting of their schools, back in the 1970s, tuned in for the first time.

They should have been tuned in more regularly, and discovered, as somebody pointed out the other day, that in the schools, many schools in America, all of a sudden the 10 commandments weren't there.

They weren't posted on the wall anymore, and instead Johnny was coming home, not having any idea of the 10 commandments, Johnny was coming home with a couple of condoms in his back pocket.

And to many Americans this was distressing. This bothered them. They said what happened? Now, I don't want to get into constitutional arguments about whether you can post the 10 commandments or not.

Suffice it to say, no matter where you stand on this, the schools changed. And the schools changed quite dramatically. Many of the schools changed. Now, parents got to be unhappy in many places because they felt that they had been, their views, their values, had been abandoned.

Teachers at many of these schools and principals at many of these schools, said no. On the contrary, the parents left. They are gone, we can't get them anymore. So we have been doing other things and developing other things.

Its hard to, in a brief period of time, talk about all the changes that occurred from 1960 to 1980 in American education. Diane Ravitch in her work, her books, has chronicled this. But you had many hundred decisions, court decisions.

Decisions of various levels of the judiciary on requirements of various sorts. On what you could teach and what you couldn't teach. It has been, I think, over regulated, over litigated and under parented, a lot of American education.

But that is a phenomenon. The phenomenon that I described is, if you will, the shock that many Americans experienced at some point in the last 15 or 20 years. If that example doesn't suffice, take another one.

Parents, pick any one you want. Parents going to school and saying, my gosh, that's not what I think, that's not what I believe, why are my children being taught this.

Some times that claim can be made with great merit. Sometimes there is less merit to it. But that's what happened. There has been a disconnect in the trust. James Coleman, Professor at the University of Chicago, has said, good schools are schools where there is trust.

Trust exists where there is community. Where there is a shared set of values and beliefs. The shared set of values and beliefs has fragmented in many American communities.

Chairman HOEKSTRA. That can lead to a whole serious of questions, which I will get back to, if I have the opportunity, but I will yield to Mr. Sawyer.

Mr. SAWYER. Thank you, Mr. Chairman. Let me just touch on a particular dilemma that we struggle with here and then ask you

to comment on it. If there is time after that, why, I'll ask another, but if not, I would be interested in your thoughts.

We struggle with our role. We try to prevent, in making law of this kind, prevent us from over-reaching that appropriate role and yet seek to at least try to help build a context in which the proper locus of decision fulfills the kinds of things that you are talking about.

I think that's really what we are trying to do here today. You've talked a great deal about values and students and the way a society transmits those to the youngest among us.

Could you talk for a little bit about the role that we, or others might play, not only in the transmission of those values to students, but in the steps along the way to achieve it.

How we engage parents appropriately from the Secretary's work group to the kinds of things we do in local PTA's. How we prepare teachers to be effective agents of that. The role of the text book publisher.

You've referenced the McGuffy readers and many of the traditional sources of virtue and value in our society.

And then finally, the kind of recourse that a community, parents, teachers, students ought to have and the kind of course corrections that take place in the living lifetime of a school. I hope that's not too broad?

Mr. BENNETT. No, is the first, we, the Congress?

Mr. SAWYER. I guess the first, we, is Congress, but it becomes how do we translate that role into, if you agree, the more specific roles of others that are involved in this?

Mr. BENNETT. You know, I think one of the great responsibilities of the Federal Government, and I'm one of the Republican devolvers, you know devolutioners. But one of the great——

Mr. SAWYER. We've noticed.

Mr. BENNETT. But one of the great responsibilities of the Federal Government here it seems to me, is to measure, how we are doing as a country. You know, others can do it, but there is a unique ability to do it here, I think.

And that ought to be done. You know, first rate research investigation. And the investigation seems to me, in this area, ought to be similar to what it is if you are studying math or anything else. What works, what's effective?

And there is a fair amount of literature on that, as you know, Mr. Sawyer. And we know what makes for good schools. We know what makes for effective schools. I mean this is a body knowledge, this is not a body of opinion, its a body of knowledge.

And we should consult it. And a lot of educational discussions are carried on with reference to what we know in terms of effectiveness.

Second, when I was Secretary of Education I traveled around the world some and I realized what a free country is. When I was in France, I met with the Minister of Education there and I remember he looked at his watch and he said, its 2:40 they are all reading Racine now.

You know, imagine Dick Riley looking at his watch at 2:40 and saying, where are they? His honest answer would be, God knows, you know, I hope most of them are in school.

But if you look at the studies that have tried to assess what kids are doing in school, 25 percent of their time we can't even account for. So that's a problem.

But look, there are some things to do. There are some things we know about effective schools and let's talk about them so they can be addressed as policy matters. It seems to be most appropriate at the State and local level.

If you ask teachers what's the single thing that would most improve American education and it might surprise some here to know that what teachers have said in poll after poll after poll is parental involvement.

In fact, good teachers want parental involvement. Bad teachers may not want parental involvement, because then they will be found out and it works both ways.

But, this has been said over and over again. You ask parents what they want from the schools and they have said consistently since the 19th century to the present time in everything I've read, teach our children how to read and write and count and think and help them develop reliable standards of right and wrong.

We don't need all this fancy stuff. Teach them the basics, math, English, history, science, geography, right and wrong so they will be smart. So they will be able to go to college and get a job, that's what we want.

Now I think a lot of policy ought to build on those, build on those things. And if you want to establish a community, its a two-way community of trust. As a parent and a consumer of education, when we decided we want Catholic schools for our boys, because that's a very important part of our view of the world and of life and of them.

And we looked around. Trust was one of the first things. What do we think of these people. And again, this is why I would like to see every parent have that opportunity. And as a real policy question, I would hope that Congress would look at some opportunities to see if lower income people could be given the chance to choose schools.

And not just make it a benefit that accrues because you are wealthy. Because finding a community that is congenial to what you believe, is a very, very important part of education. And its one of the reasons we've had so many explosions.

Parents feel they are forced to send their kids into a morally hostile environment.

Mr. SAWYER. Mr. Chairman, if I could, I've got several items that I would like to include as part of the record. Also, if I could just ask one quick follow up.

Chairman HOEKSTRA. Dr. Bennett is on a tight schedule, so I will, we will admit those item

Mr. SAWYER. Submit these items for the record and before we vote or before he leaves I would welcome a chance just to ask him a question.

Chairman HOEKSTRA. Before we vote, oh, on the floor.

Mr. BENNETT. Mr. Cunningham, if you guys are going to balance the budget, you can lead me out of here, I don't care. Cut me off.

Mr. CUNNINGHAM. We are going to balance the budget.

Mr. BENNETT. Yes sir.

Mr. CUNNINGHAM. Thank you. And first of all, I would like to commend Mr. Hoekstra and the Ranking Member on the other side of the aisle. I think you've done a pretty good job.

Not going after a witch hunt, but to take a look and just find out what are the areas and I know that we had a premeeting with our caucus and I'd like to thank Mr. Hoekstra for the manner that he's gone about the hearing.

I think its informative. But I would tell you, Mr. Secretary, its Price Club, not Sears where your real values are.

Mr. BENNETT. Yes sir, I know.

Mr. CUNNINGHAM. It was right down to me.

Mr. BENNETT. I'm talking like a guy inside the beltway, aren't I.

Mr. CUNNINGHAM. Although I can't get out of there with less than a hundred bucks, so I don't know if its a value or not.

Mr. BENNETT. I mentioned Price Club to a VC audience the other night, and they had no idea what I was talking about.

Mr. CUNNINGHAM. Let me, one of the things that I think we are both focusing on, I don't think most of us on any side of the aisle have been to many functions, whether its a high school or college graduation where the kids do well, or whether going to a military academy and someone gets the choice to go there or not, but very seldom do we ever go to those things where there are not parents directly involved.

Again, I want to thank Mr. Hoekstra for the theme, I think, of this whole thing, just how do parents play a primary role in a child's education and the values that are set forth.

I don't think there would be any disagreement on any side of the aisle on that issue. My, our friend Dan Quayle, my wife got so mad at him, she's a teacher. And you know when he came out and said, you know our teachers are good.

You and I know what he meant, but it upset her. She's a strong Republican. Because there are good teachers. And I would say, are there good teachers in the DC system? Absolutely.

Would you want your child or my child, I wouldn't want my child, going to the DC system. Because of the overall effect that we are looking at. I know in the State of California we're at the bottom of all 50 States in literacy.

In the State of California, where one in eight Americans live. And why at the academies. Why do we have cheating and why do those things go undaunted?

I think what better thing can you have, you know, in a hearing to really take a look at those particular issues. I would also like to take a look at, not only the teachers or the families, but the organizations and the unions.

I know the NEA just put out some resolutions and to my knowledge there wasn't a single thing about literacy, English, math, science or history in those resolutions. And I think if we can get all of the different organizations focusing on that particular area, I think it would be better to.

We only provide 7 percent of education dollars out of here, but we get less than 25 cents on the dollar back down to the classroom.

If we look at the future, we've got less than 12 percent of our classrooms that have a single phone jack in them. And with the in-

formation age, I would tell my colleagues on the other side, if we really want to do something, the difference between those who are going to be rich and poor, if we don't bring those classrooms up to speed.

And I think our job here should be in the research and development, working with the telecommunications and the IBM's and the Baby Bells and Apple and the rest of them to upgrade our classrooms.

Because if we don't, that delta is going to get even higher. But, in Chicago I looked at five miles of welfare housing, Federal housing. And I don't think anybody here would want to look at those value systems for their kids.

Drugs, pregnancy rates, crime. How, what do we do overall. You know, when you look at a place in a welfare system in Federal housing, how much hope do those kids have? Very little.

We are going to have to do some monumental things, Mr. Secretary. What would you recommend? Where is a start? I know I would like to upgrade classrooms. But where do we start in this. I mean, its not just bad teachers, its not just lack of money for schools.

We've got to start somewhere big and I think the best thing is with the classroom upgrades, but what do you think?

Mr. BENNETT. Well, I agree, let's talk about Chicago. I went to Chicago six times as Secretary of Education. And the reason I went, the second time I went I said these are the worst schools in the United States of America.

A spokesman from the Mayor's Office said, what do you mean. I said that's a perfectly clear sentence, these are the worst schools in the Unites States of America. Why? They were spending, I think, $5,000 or $4,800 per child per year then and they had a 50 percent dropout rate.

Of the kids who remained in school, 50 percent of them scored in the bottom 1 percent of the country. This is the mistreatment of students. This is a disaster. They said, you are being unfair to the schools. In Chicago, we have some great schools here.

I said, fine, let's go see one. They said, give us a couple weeks, we'll get back to you. All right, so they looked for one, they found one. And when I went to it, it was a great school. The LaSalle Language Academy. Its still there, Amy Weiss-Nerree is the principal, still there, its a public school.

Its in a poor part of town, rich kids go, poor kids go, middle class kids go. They emphasize languages, they emphasize conduct, an old word, deportment and learning. And they graduate everybody and the kids go on and they do better and they get into high school and they tend to go on into college.

This was a different kind of school. They picked this principal out because she was first rate and they said turn this school around. She picked her teaching staff and they let the parents select the school, it was a choice school.

And they said there are rules in this school. If you come to this school, you have to turn the TV off. You don't have to be a college graduate for your kid to go here, you don't have to be a high school graduate.

You don't have to be literate in the English language, but you have to enforce certain priorities. You have to turn off the TV. You got to make sure the kid does his homework, otherwise we are bouncing him out of here.

In other words, they had serious standards of accountability. And she said, very important, every parent in this community is welcome in every classroom any time they want to come in. And its first axiom. If they don't trust you to come in, don't send your kids there.

If they cannot stand the test of scrutiny, don't send your kids there. Justice Brandies said, sunlight is the best disinfectant. If you cannot walk into a classroom and see what's going on, it doesn't mean you come busting in in the middle of music class, you know, with your radio playing, but you follow the rules of the school.

But that welcomeness, being welcome is a very important thing. Well, we had a long back and forth, as you might imagine. The Chicago Tribune, not a conservative Republican newspaper by any means, tends to be on the other side of the aisle, that's fine.

Finally said, you know we really do need to change this system. So they recommended a total overhaul of the system. Go to a full system of choice and I think that's what we ought to do.

I think the Congress at least should encourage some people to try it. You've got a debate now about DC, whether to try it in DC. Now, I would just try it or give it an opportunity for 500 or 1,000 low income parents to try.

Because, could things get much worse for a lot of families than they are now? And if it works, then what's everybody afraid of. If it doesn't work, then fine, we try something else. I think that we are, you mentioned this phone jacks and computers and the information super highway.

This system is running on this 19th century/18th century model. We ought to experiment and try all sorts of different things.

Chairman HOEKSTRA. Mr. Reed.

Mr. REED. Thank you, Mr. Chairman. I want to commend Mr. Bennett for your very thought provoking and concerned testimony. You have been talking about values and I think very eloquently.

There seems to me be though, a spectrum of values about us. There are ones that we all would automatically say are inherent in any school. Standing in line. Not yelling at the teacher, all these things.

But as you move out in terms of more controversial and complicated values. Or how one behaves in society. You must ask what is one's predisposition. I know, for example, in the Catholic tradition, which I share with you, there are the values of chastity and poverty.

Should we teach the value of poverty in schools, in public schools?

But the issue is, I think, two-fold. Where do we draw the line in terms of what's the proper scope of this value training in a public school which has to accept every student who is eligible?

And then perhaps, more importantly, who draws that line. Is it Congress?

Mr. BENNETT. No.

Mr. REED. Is it the State?

Mr. BENNETT. No.

Mr. REED. Is it the local school boards?

Mr. BENNETT. I think its the local community. And I think there have been some communities that have done this actually. That have said look, we want to talk about values for our children.

We want our children to get certain values. And we want to do it both in the classroom and in out of classroom behavior. What the community has to do, it seems to me, is get together and have a meeting on that, a town meeting.

A town, discussion of the community. I was joking earlier about doing wholesale and doing retail. I just got a letter retail. I live in Montgomery County and they are calling my bluff.

They said, okay, we are going to do this in Montgomery County. We want the kids in Montgomery County to behave better. Why, because Montgomery County isn't Anacostia, its Montgomery County, Maryland, but I'll tell you, the problems are the same.

You know, there are just a hell of a lot of people dying out there from drunk driving and from drugs and from shooting and from all sorts of things. And so people are saying, let's talk about it.

But, what I am going to recommend when I speak to them, is that they have a series of town meetings. Let us hear from the community. And here's where you start. What are the values or virtues we want to teach.

Okay, who's in favor of perseverance. I mean, so of these can go pretty quick, you know. Can we agree that there won't be yelling at teachers. I mean, you say its obvious, it is obvious. But do you know how many schools where this goes on.

Where this isn't enforced. It's not because there is a lack of consensus, it's because there's all sorts of mess ups and people don't want to have law suits. And if they discipline the child, they are worried that they will go for prison for 10 years.

Or the kid will shoot them with an AK47. I mean we are not talking about here, Plato's Symposium. We are talking about the basics of a civilized society which is what we are losing in a number of our schools.

But that's how you do it. You engage the community and in the democracy they will decide what the values are and how they should be taught. Do you want special courses in this? Do you want to do it after school?

What sorts of things do you want on the sports teams? Okay, we'll do that. Now, what kinds of rules are the parents going to enforce. About driving, about drinking, etc. That's how you do it.

Mr. REED. So I would assume that you would be comfortable if that type of local-type process took place and even if it were teaching things that you, as an individual, deemed inappropriate.

Mr. BENNETT. Absolutely. And as a resident of Montgomery County, Maryland there is a lot I disagree with in Maryland politics, as you might expect. But, that's the system in which I live. I can move to Virginia if I want to, but there is a lot I like in Maryland.

Now in school, again, I don't want to overdo this, but it seems to me that we are talking about something as important as the

education of your children. And the values that you have and want to impart to your child.

I think that I ought to have the option of putting my child in an educational environment where people basically agree with what I think, rather than have my sense violated.

Now, I live in Chevy Chase, I've got enough money, if I don't like what they are doing at Chevy Chase Elementary, I'd pull them and send them to anyone of a number of private schools. But if I'm poor, I don't have that option.

Mr. REED. Let me follow up quickly with a line of questioning Mr. Sawyer raised. And that is, in some respects we've been focusing on solely children and their thoughts on education.

But in some cases, the problem is not with the children, alone, its with the families and the parents, themselves. What roles do the schools have in terms of reaching out and perhaps to get unwilling parents to cooperate in education.

I think if you assume all parents are ready to jump in the classroom and do these things, your model will work. But, again, how do we do that?

Mr. BENNETT. Most of the time in the good schools its self-executed. You know you go out here to Langley High School in Virginia. You go out there on parent night, I did once. I was giving a talk.

And, I don't know, there were 2,000 students in the school, there were 4,000 parents, 6,000 parents, because there were multiple mothers and fathers. But I mean these kids don't have a shortage of mothers and fathers, they have too many mothers and fathers.

Mr. REED. But I think you will agree, Mr. Secretary, the problems of those schools at parent's night when there are one parent.

Mr. BENNETT. Sure, or there is one parent or there are two parents——

Mr. REED. I mean, no, not doubles, but just no attendance.

Mr. BENNETT. No attention, right. No, well that, if parents are first teachers and the child's indispensable teachers and they are not doing their job, you have a very difficult problem for everybody else in American society.

Not just the schools, but the police department, everyone.

Mr. REED. Yes, sir. Thank you, sir.

Chairman HOEKSTRA. Mr. Castle.

Mr. CASTLE. Thank you very much, Mr. Chairman. I for one have approached these hearings with a little bit of mixed feelings, because I'm not sure what the double government role should be.

But, I enjoy hearing you article these things so much, I couldn't resist sitting here and having the opportunity to ask you some questions about it. And maybe you can help me with this.

We obviously have great problems in our society. Whatever you want to call them. Be they moral lack of virtue or whatever it may be today. And I'm not sure what affects what.

I'm not sure if the schools are not impacted by what has happened at home and therefore its harder for the schools and the school's add to this. Or obviously, its probably some combination.

But, my real concern that I have is what is the role of the public government in all of this. I think it is actually good that we are having a hearing and having this discussion.

And I give the Chair and the Co-Chair a lot of credit for that. But I'm not sure where we should be going. I don't believe we are trying to lead the legislation in these hearings. I've been told that.

And I'm not exactly sure what we should be doing at the public government level to help parents. And I believe they need help. But to help our schools. And if we are talking about abolishing the Department of Education, how do we help our schools at the Federal level.

And, I for one, am not certain at all about abolishing the Department of Education, I come down the other side of that. And basically help our communities transmit these values.

Some of these things are local. A lot of the problems we are going to hear about tomorrow, you may know about that list of speakers, are local problems. That I'm not sure should be handled at the Federal level.

So the question comes down to, what can we do on Capitol Hill, at the White House and through the Federal level of government to try to address these problems, other than to articulate a lot of the issues that you have today.

Is there anything else that we should or should not be doing. Particularly for those of us who are concerned about being big brother and trying to legislate too much from above.

Mr. BENNETT. Yes sir, well, I think that you are debating the Federal role of education generally, which I think is worth debating. I think you'll probably hear tomorrow, from people who will argue that certain horrendous things have occurred in local schools under the color of authority of Federal law or Federal regulation.

I mean, those are the kinds of letters that I used to get all the time as Secretary of Education. Because of your mandates, because of this interpretation of this regulation, the following things are being done in our school.

Mr. CASTLE. In other words, in some instances we should withdraw from what we've doing before?

Mr. BENNETT. That's correct. That's correct, I, as you know, I think this is the most local of activities. Every child is educated or miseducated locally. The Federal Government has never educated, well, there are some exceptions.

But, some number of people, but for the most part, this is a matter to be determined by the local community. The local school board, the local group of parents and again, in my case, what I would argue for, by the parent herself or himself.

The more local the better. Principle of subsidiary. You give parents an enormous amount of leeway, because they are the child's parents. It's not the Federal Government's to give them. They start with it, the parents.

And they have, they should have an enormous leeway to educate their children, until you find out that they are irresponsible beyond the pale of reasonable conduct. You know, when the child comes to school with cigarette burns and the batters and the bruises, then you know, I am a very conservative Republican.

Then it is appropriate for the authorities, the local, State or Federal to enter in and say, no more, no more. But, parents have enormous leeway in the education of their children and should be given such.

And should be given much more freedom to educate their children by their lights, than they currently are. So I think, parents, what you need to examine is in what ways does Federal law or do Federal regulations, give perhaps some busybody local authority some, or some intrusive local authorities, grounds on which to push parents around. Which authority they should not have.

Mr. CASTLE. But you really have not suggested anything that we should be doing. You have suggested that there are things that we probably should not be doing, in the way of regulations or whatever it may be, or even the existence of an educational component at the Federal Government.

And I'm not in anyway, I'm just probing, I'm just curious. Is there anything that we should be doing beyond that in a positive sense of any kind of a structural or whatever it may be.

Mr. BENNETT. No, research, you should determine what works. But I would not like to see you folks, with all due respect, promulgate a list of desirable virtues or values or curriculum——

Mr. CASTLE. Or try to legislate it or whatever it may be.

Mr. BENNETT. Yes.

Mr. CASTLE. Let me go on to——

Mr. BENNETT. Even to suggest it.

Mr. CASTLE. To a different subject and a little bit unrelated to what you have been talking about. And that is the role of the media in either transmitting values or transmitting counter values or virtues, whatever phrase you want to use.

I think that concerns everybody. And, again, as somebody who is a spokesperson on this issue in this country, I would be interested in your views of the role of the media in all of this. For better or for worse.

Either what it's been or what it should be.

Mr. BENNETT. Well, I think that, my academic colleagues wouldn't allow this, because I'm not going to qualify it enough with footnotes and stuff, but we don't have much time.

I think that the role that the church played in medieval Europe for many people, living in medieval Europe is essentially now the role that television plays for many people in America. It is the source of values, it is the source of meaning, it is where people spend their time and it is taking us down the tubes.

Now the tube is taking us down the tubes. This country is, there are parts of this country which are in serious trouble, the reason that I think they are serious trouble is because people are actually watching so much television and believing it, that they are now using that as a basis for their behavior and their actions. Rather than other things.

There were problems with the medieval church, for sure. And I am not recommending a return to hair shirts and selling indulgences and all that stuff. But there are sure problems with the television culture, too.

There is not much doubt about it. Robert Putnam, who studied this a lot longer than I have, Professor at Harvard. He's the guy that did the Bowling Alone essay. He has identified 20 culprits in the American life responsible for American decline.

And he thinks television is probably the most important one. Now if you don't watch television, you may not be clear about this. If you watch too much television, you won't be clear about it at all.

But, if you watch a little bit, you may get a sense of it. People are not starting to talk like television. And beginning to think that it is life. And that's quite extraordinary.

The former Librarian of Congress, Dan Borsten, tells a great story about a mother wheeling her baby down the street in the baby carriage and a passer-by stops and says that is a beautiful baby. The mother says thank you, but you should see his picture.

This is a problem. What's reality. So, I think it is television. Americans spend 40 percent of their leisure time watching television. Kids do an average of four hours of homework a week and watch 22 hours of television.

So you tell me what they think or what they believe, which is going to have the greater affect. Every educator will tell you, time on task is the predictor. What do kids know, what do they spend their time on?

And we have a generation, a group of kids that are exceedingly literate on television. Now all this is, I know, overstated and so on and they are wonderful kids, they are great. There are great kids, there are wonderful schools, there is some tremendous progress, we are doing better in some ways.

But, I think that any social behavior comes from what people see. And what they think of themselves to be. And a lot of what they think of themselves to be and what they see is bad.

Mr. CASTLE. Thank you, Mr. Secretary.

Chairman HOEKSTRA. Mr. Secretary, are you available for a few more questions?

Mr. BENNETT. Five minutes, is that all right? I've got to go.

Chairman HOEKSTRA. Okay, Mr. Fattah.

Mr. BENNETT. Senator Lieberman and I are doing something on television the next day, that we need to load the gun.

Mr. FATTAH. Mr. Secretary, let me thank you for your comments to the committee and your previous public service.

Mr. BENNETT. Yes sir, thank you.

Mr. FATTAH. And I am truly fascinated with this discussion. I do think it is important for our Nation's future. I want to raise an issue with you, however.

Because as we search for some kind of bipartisan approach to what we can do about the next generation of young people in our country and their education, it is important that we find some common ground.

One of the, I think, deeply disturbing facts about American life, even though there are some wonderful things about our country, is that we have not been able to come to grips with the amount of hatred and prejudice that exists in our country.

People are victimized because of their race, their sexual preference, whatever the circumstances may be that people find to be different about them. They are harassed, some of them are beaten, some even have more unfortunate circumstances that take their life.

And all of this talk about morals and values seems to be absent a direct, you know, attack upon this problem. And especially when we start talking about kids and schools and parents.

Part of, at least, I think what we know about prejudice in our country and hatred, comes from, unfortunately those of us who are older passing it on to the younger human beings, as you call them, among us.

And then we get to the question of how do we find some appropriate way of trying to deal with that issue in the context of schools. And I note that much of our discussion in here of late has been about a lot of issues but we don't seem to want to come to grips with this.

And as someone who is a leading figure in our country, and someone who has talked a great deal about the subject of morals and values, I would be interested in your comments, especially in the context of this issue.

How do we get people to accept the fact that even if people are different than we are, that they should be respected. Even if they happened to be of a different race on religion.

Or if they happen to be homosexual. How do we come to grips with this as a Nation, so that we can in fact move forward?

Mr. BENNETT. Well, you can come to grips with it as a Nation, but I think probably, again, its more of retail work. Its the work of individuals. Sure, there is hatred and discrimination in our society and I think most fair minded, most Americans are shocked when they hear it and see it and recoil from it.

Whether its the expression of hatred by, you know, white people toward black people or black people toward white people, for an example. People who are both black and white, I think object to it.

But I don't know that national discussions of it and given what we are talking about today, are as helpful to the next generation as individual consideration of it. That is talking to children when they say something.

Or when they ask something. In a way that explains to children, your own view and thus conveys to them a sense of what they should believe. Kids pick up things on TV and in the movies, and again, a lot of the stuff they get there, it seems to me is not helpful, not constructive.

There aren't many people I know, who don't understand that there is hatred in this country, there is discrimination in this country. People do understand it and again they recoil from it.

But the teaching of it, look, Martin Luther King, it seems to me, said it all. We should judge people by the content of their character, not the color of their skin. That's correct. There's a good general formulation for a country.

The difficulty is putting that into place and acting on it in a retail basis everyday.

Mr. FATTAH. Let me thank you and perhaps we will find some other opportunity to continue to discuss that. Let me try to make a different point, but still focus on some of these stereotypical issues that some of us have.

You know, there was some comment earlier today about public housing in Chicago. I don't live in Chicago, but I know a little bit about public housing. And we seem to have at times, selective am-

nesia. When we want to talk about things that are inappropriate behaviors, we constantly seem to attach low income and other kinds of single parent households.

We attach all these other kinds of issues rather than just deal with the behavior. There are plenty of examples in our country, as you well know, of people that did not have the circumstances of growing up in single parent households or broken homes, like some others have.

Or who don't have the burden of being low income. If we look at the S & L scandal, we look at some of the defense contractor who have ripped off billions of dollars from our government.

Mr. BENNETT. Sure.

Mr. FATTAH. And it seems as though, one of the things that we can start to do, is when we want to point out things that are good or point out things that are bad, is to try to be evenhanded.

In ways in which we don't continue to build upon these really unfortunate kinds of stereotypes. And I just mention that, and its not just partly because of your comments, but comments back and forth among Members of the committee and yourself on this issue.

Because I think its important, that if we want to set a moral tone, that we start to play by one set of rules. I am interested in any comment that you would like to make on this and I want to again thank you for your time.

Mr. BENNETT. I agree. It ought to be one set of rules and we ought to call things the way they are. You know, in the general discussions about the condition of American right now, I don't think there is an agreement with you, I guess.

I don't think there is enough discussion about the ballast that is provided by the middle classes in this society. And the upper middle class in this society.

And how a very big problem and I don't know if you will walk with me on this one or not, but a very big problem in American society is divorce. Its not one that people like to talk about as much as welfare, but its a very serious problem.

Its the way the middle class abandons its children. Its a different way middle class men abandon their children. There are some divorces that have to happen, I understand that, I am a grown up. But there is an awful lot of walking away from children in the American middle class and higher.

And that's a real problem in America and I think its fair to say so. Its also fair to say that S & L problems are very serious. And its also fair to say that when people are alone at night, they are not worried about an S & L guy breaking into their house.

Their fear of crime is about something else. So I think all these things are true and all these things need to be put on the table. But if the focus is, the education of children and value in the schools, I just want to come back to the summary comment, there is a lot of noise going on for kids.

There is a lot of media. There are a lot of cable channels. There is a lot of stuff. There is nothing, still nothing, so important to children as that human interaction between themselves and their parents, themselves and their teachers.

Themselves and the other really important relevant adults in their lives. And I will say one last hopeful thing about the schools,

if I can. Before I became Secretary of Education, I thought that family was destiny.

Now, I think family is a big part of destiny. But one thing I learned in the schools, is that really great schools, doing a first rate job, can save lives. Can really save the lives of children.

And that's quite extraordinary. Its not supposed to be their job, but some of them, some of them can. The other side of that is that children with good parents, parents that care about them, talk to them, can survive some pretty bad schools.

They shouldn't have to, in the greatest Nation in the world, but they can. I really do have to go, Mr. Chairman.

Chairman HOEKSTRA. Thank you very much, Dr. Bennett, for being here.

Mr. BENNETT. Thank you. Thank you all.

Chairman HOEKSTRA. Good afternoon, Pann. Is that correct, Pann, is that short for Patricia Ann?

Ms. BALTZ. Yes it is. My Dad liked Patricia, but he didn't like Pat or Patsy, so he took the P off Patricia and put it in front of Ann to get Pann.

Chairman HOEKSTRA. All right. Let me just build a little bit on the introduction that Mr. Sawyer earlier gave for her. Pann was named by the Secretary of Education, Richard Riley, to the Family Involvement Partnership for Learning.

You were also the 1993, California Teacher of the Year, the 1993, Disney Outstanding General Elementary Teacher. A recipient of the Honorary Service Award by the California PTA, the Los Angeles County Self-Esteem Task Force Award, the Georgie Award by the Girl Scouts of America for selling the most Girl Scout cookies in 1993 and, no, that's the Georgie Award by the Girl Scouts of America.

And the UCLA Professional Achievement Award. I understand you crossed three time zones, twice this week. Thank you very much for being here with us, and we are looking forward to your testimony.

STATEMENT OF PATRICIA ANN "PANN" BALTZ

Mrs. BALTZ. Thank you. Well, my name is Patricia Ann Baltz and I am a multi-age elementary teacher from a school in a public school in Arcadia, California. My friends and family do call me Pann, my son calls me Mom, my students call me Mrs. Baltz, my husband calls me "sit and deliver."

Thank you for extending to me the opportunity and the privilege today of speaking on behalf of America's children, their parents and their teachers. I think when we talk about values and families and schools, I think of two things that come into focus on discussion and I would like to speak to two of those.

The first is school prayer, the second is the changing classrooms in America and what do we do about those changes. My first response to those who ask me my opinion about prayer in schools, in public schools, is a question.

Who says there isn't already prayer in the schools. Before class meets each morning, I meet with other Christian teachers at my school to pray about the day, to pray about our students and our ability to teach them with wisdom, compassion and insight.

Numerous times during the day, I silently ask God for guidance, just as many of my students do when they are taking a test. In the days prior to the start of school in September, I take time to sit down at each students desk and pray for the child that will sit there in the coming year.

For my ability to meet their needs and to know them and to encourage them to be the best that they can be. I introduce myself to those students on the first day of school by telling them about my family and pets.

About my 10 year battle of the devastating effects of nine strokes to return to the job that I dreamed of having from the time I was a little girl. I tell them about my hobbies and my favorites and I tell them about my faith in God.

Because my faith cannot be separated from my identity. Sharing who I am is my right as an American. And it not only helps them to feel comfortable with who I am as their teacher, but it gives them the freedom to share who they are.

To share their own unique qualities and maybe their own faith, that might be different from mine, with my multi-cultural class. Those who seek to mandate school prayer, through a constitutional amendment, deny the very rights our founding fathers gave us in the First Amendment.

Forcing students and teachers to pray in public school will not bring about the changes that our society so desperately needs. We cannot federally force faith, anymore than we can legislate love.

Perhaps, if we people of faith spent more time on our knees in prayer, and placed more emphasis on living the kind of life that God asks us to lead, our Nation's children would learn from our daily examples of faith, hope and love.

But enough about school prayer. Over my years of teaching, I've seen many changes in the field of education. Today's classrooms are filled with increasing numbers of students from homes with both parents who must work to support the family.

They must rely on day care or no care, producing latch key children to take care of the hours that the parents are away from work. We are seeing increasing numbers of students from single parent homes.

From families caught in the grip of poverty. We are seeing increasing numbers of students from different countries who must learn to speak English while struggling to adapt to a culture that's very different from their own.

We are seeing increasing numbers of students from communities beset by gangs, violence, drugs and alcohol abuse. And we are seeing many students resulting from pregnancy in which drugs were abused and the students have severe learning disabilities.

Many schools are challenged by declining test scores, increased class sizes, scarce resources to meet the special needs of our students. Negative publicity from the press and reduced funding.

My home State of California spends 10 times the amount on each prisoner in our penal system, than we do on each student in our public schools. And in spite of our extremely diverse and needy student population, California ranks 40th in per pupil spending.

Currently, our Governor refuses to release $42 million of Goals 2000 money. Funding which represents countless hours of creative, committed and constructive efforts by teams.

I want to emphasize that, teams of teachers, parents and administrators who just want California's kids to have every chance we can give them to be the American's our country needs.

In the midst of all those changes, I've seen some very positive changes, in my tenure as a teacher. At last, we have national goals for education, which are worthy of our best effort.

Every teacher will probably tell you that they start the year by encouraging their students to set goals for themselves. And yet our country has never had them. Our goals are worth pursuing and they are worth being proud of.

And I'm especially encouraged by the two that were most recently added that have to do with increased parental involvement in our school, which is vital. And increased training for teachers to go with the continual changes in technology and education that are out there.

We also are seeing challenging curriculum. Not only through the acquisition of basic skills, but on problem solving and higher level thinking skills. Computer technology is building bridges of learning across the country and even around the world.

Many parents are taking a more active role in their children's education. School districts are providing more staff development opportunities. Congress recognized a need for multiple view points when you reauthorized OERI by creating the National Education Research Policies and Priorities Board. Of which I proudly serve as a member.

The diverse view points on that board represent teachers, parents, as well as educational researchers. And our task is very great, but I think we are up to the challenge. And the religious rights of students guaranteed by our constitution, have been clarified for every public school in America.

There are some things about education that never change. Our students still need to be encouraged and loved and guided by their families, their teachers and their communities.

Our students still need to be equipped with the skills, the values and the tools of learning. Our students still need to be empowered with knowledge for the future. Being an elementary teacher, I rarely come and do anything without some props.

So I would like to say something that takes a little bit out of my bag of tricks. Because I think that there is an analogy that can be drawn if, oops, I don't want to reveal these yet. I think that as parents and teachers, we can envision this nail as our student or our child.

And we can envision these washers, oops, I always have washers to pick up. As the knowledge that's out there that we want our children to gain. Then, and I have to ask you to use your imagination here, because if I brought the real thing, I never would have made it through security, airport or congressional.

We can either hammer that knowledge into them lightly, or we can do it a little more strongly, or, I hate to say it, there are some that use the sledge hammer technique. Or, I think that there is a different option.

And that's what I call the wrap technique. And that's if we, as parents and teachers, teach those kids not only the three r's of reading, writing and 'rithmetic, but we wrap that child in an atmosphere that teaches them about responsibility for themselves.

For their actions, for their planet, for their environment. If we teach them about respect, for themselves, for others, for adults. If we teach them and give them willingness to take risks, our kids are going to be risk takers. To go into the future.

We can teach them to review their decisions, to reassess their options, when they've made mistakes. We can model real team work and give them the ability to reason and to know right from wrong.

And then what we can do, when we've wrapped that child, is to connect them in a circle that connects home and school and the community. And when we do that, we've empowered the child to pick up their knowledge for themselves.

That's getting hot. This demonstration with an electromagnet has two analogies. The first is that a magnet will not pick up everything. A magnet, there are some real shiny copper things, aluminum foil, pretty, shiny soda cans that a magnet will not touch.

Just as there are things that are out there that look pretty appealing to kids that we don't want them to take into themselves for their future lives. Things like gangs or violence or teenage pregnancies, those kinds of things.

And I think if we educate them in the right way, in that circle and caring and compassion that teaches all those r's, then we've given that child, this child, the discrimination to know what's right to learn and what needs to be left behind.

But there is a second analogy that I think is probably more important. If this nail were bent or rusty or crooked, a carpenter would throw it away as useless for his building project.

But any nail, no matter how broken, no matter how crooked, no matter how rusty, can be turned into an electromagnet. Just as any student, no matter how disabled, no matter how poor, no matter how handicapped by the circumstances of life, can be changed into a lifelong learner, if they are connected in the right kind of learning environment.

Congress can join this circle. Partisan politics has no place when we discuss our kids education. The decisions you make concerning the education will profoundly affect tomorrow.

Your support for education is an investment in America's future. Our kids are counting on you.

[The prepared statement of Mrs. Baltz follows:]

STATEMENT OF PATRICIA ANN "PANN" BALTZ

My name is Patricia Ann Baltz, a multiage elementary teacher at a public school in Southern California. My friends and family call me Pann. My students call me Mrs. Baltz. My husband calls me "Sit and Deliver". Thank you for extending to me the privilege of speaking today on behalf of the children of America, their teachers, and their families. I'd like to talk to you about two concerns—school prayer and America's changing classrooms.

My first response to those who ask my opinion about prayer in the public school is a question, "Who says that there isn't already prayer in school?" Before class begins each morning, I meet with other Christian teachers at our public school in Arcadia, California to pray about our students, their needs, and our ability to instruct them with wisdom, compassion, and insight. Numerous times throughout the day I silently ask God for guidance (just as many students do when they take a test!).

In the days prior to the start of school in September, I take time to sit down at each student's desk and pray for the child who will sit there in the coming year. I introduce myself to those students on the first day of school by telling about my family and pets, my 10-year battle with the devastating effects of nine strokes to return to teaching, my hobbies and favorites, and my faith in God. My faith cannot be separated from my identity. Sharing who I am not only helps the students to feel more comfortable with me as their teacher, but also gives them the freedom to share their own unique qualities, including their own faith, with my multicultural class.

Those who seek to mandate school prayer through a constitutional amendment deny the very rights our founding fathers guaranteed us in the First Amendment. Forcing students and teachers pray in public school will not bring about the changes our society so desperately needs. We cannot federally force faith any more than we can legislate love.

Perhaps, if we people of faith spent more time on our knees in prayer, and placed more emphasis on living the kind of life God asks us to lead, our nation's children would learn from our daily examples of faith, hope, and love.

Over my years of teaching I have seen many changes in the field of education. Today's classrooms are filled with increasing numbers of students

- from homes in which both parents work and must rely on daycare, or no (latchkey) care to fill up the hours they are away at work.
- from single parent homes
- from families caught in the grip of poverty
- from other countries, who must learn to speak English while adapting to a culture different from their own
- from communities beset by gangs, violence, drug and alcohol abuse
- from pregnancies in which drugs were abused resulting in severe learning disabilities.

Many schools are challenged by declining test scores, increased class sizes, scarce resources to meet the special needs of students, negative publicity from the press, and reduced funding. My home State of California spends 10 times more on each prisoner in our penal system than we do on a student in public schools. In spite of our extremely diverse and needy student population, California ranks 40th in per pupil spending. Currently, our governor refuses to release $42 million in Goals 2000 funding which represents countless hours of creative, committed, and constructive effort by teams of teachers, parents, and administrators who just want California's kids to have every chance we can give them to become the best citizens our country needs.

I have also seen some very positive changes during my career. At last we have national goals for education which are worthy of our best effort. Challenging curriculum focuses not only on the acquisition of basic skills, but on problem solving and high level thinking skills. Computer technology is building bridges of learning across the country. Many parents are taking a more active role in their children's education. School districts are providing more staff development opportunities. Congress recognized the need for multiple viewpoints, including those of parents and teachers, in its reauthorization of OERI by creating the National Education Research Policies and Priorities Board, on which I serve, to oversee our nation's efforts in educational research. The religious rights of students guaranteed by our constitution have been clarified for every public school in America.

Some things about education never change. Our students still need to be encouraged, loved, and guided by their families, teachers, and communities. Our students still need to be equipped with the skills, values, and tools of learning. Our students still need to be empowered with knowledgefor the future.

As parents and teachers, we start with a child, much like this nail. The washers will represent the knowledge which that child needs to acquire. We can hammer that knowledge into the child, lightly (small hammer), strongly (big hammer), or over-forcefully (sledge hammer), or we can wrap that child around tightly, not only with the **three R's** of reading, writing, and arithmetic, but with a sense of **Responsibility** for themselves and their environment, **Respect** for others, a willingness to take **Risks**. We can teach them to **Review** their decisions, **Reassess** their choices when mistakes have been made, and **Reach** for their goals. We can model **Real** team work and cultivate their ability to **Reason**. Then we can form connections with home, school, and the community in a circle of real caring which empowers each student to become a lifelong learner. We can draw two analogies from this demonstration of an electromagnet. First, a magnet will not attract everything. This "student" has been given the power to take in knowledge, it also has the discernment to reject ideas, behaviors, or influences which are not positive, just as a magnet will repel some very shiny materials. Finally, a nail that is rusty or bent would

be thrown out by a carpenter as useless, but that same rusty or bent nail can be used to create an electromagnet, just as any child, no matter how broken, disabled, or handicapped by life's circumstances, can be given the power to be a lifelong learner.

Congress can join this circle. Partisan politics has no place in the discussion of educational issues. The decisions you make concerning education will profoundly affect tomorrow. Your support for education is an investment in America's future. Our kids are counting on you!

Chairman HOEKSTRA. Thank you very much for that testimony. Mr. Weldon.

Mr. WELDON. I thank the Chairman and I very much was interested in your electromagnet analogy there. My daughter did that experiment in her first grade science class. And I remember helping her with it, and I remember how hot the wire actually got as I was holding it.

And I really want to commend you for being open in this public setting about your Christian faith. It is very unfashionable, I know, in a lot of intellectual circles, particularly in places like Washington, DC, to openly say that you believe in God and you believe in the power of prayer.

And I very much commend you for being open about that, and I would highly encourage you to continuing do that. I guess my primary question to you is what do we do?

I think there is a general consensus on both sides of the aisle, Democratic and Republican, that we have a tremendous breakdown in virtue. And I really prefer the word virtue and not values.

Prior to coming here I was a practicing physician and I remember once moonlighting part time in the State Penitentiary and I met a lot of people there who had values that I don't think were good values.

And I think the issue really is virtue. I remember being fascinated reading about a story of a teacher from, I think Los Angeles, who taught in the early 1960s I believe. And then got married and started having some babies, and then when all the kids were gone and off in college or off and married, she decided to go back.

And it was a fascinating story. She walked into the classroom and like she had 20 years, 25 years earlier she said good morning, class. But instead of the class saying, back to her good morning, Mrs., I don't remember what her name was.

Some kid told her shut up—, I don't even want to repeat what he said. And the essence of her article, or her letter to the editor, I think it was in the LA Times, was something's happened in 25 years.

I know my minister, my pastor, he likes to talk about how you take a frog and you throw it in a pot of boiling water, the frog will jump out. But if you take that frog and put it in a pot of cold water, and just slowly turn the heat up, it will slowly die.

It will not jump out, it will not sense because it is cold blooded, it will not sense that the water is getting warmer. You know, we do have a real erosion of virtue in our society. And Mr. Bennett, you know, very eloquently was eluding to all that.

I personally think is wrong to lay the blame on our schools. I think television is a big part of it and perhaps we are a big part of it as well. My wife and I have chosen to educate our daughter at home.

Partly, because it makes it easy when I go on recess in the District to take her back. But, part of the reason that we are doing that, is we wanted to impart what we thought were the virtues that we wanted to impart to her.

And I remember, just this past weekend, my wife was at an event and she met some gal, I'm from Florida, and she met some gal down there, who used to live up here and my wife told her about how we are educating my daughter at home and this woman started to tell my daughter, oh, you don't want to do that. You want to put her in the schools and then you want to go here and go there.

And she started telling my wife about all the wonderful things she should be doing, if not for the fact that she's tied down at home, educating my daughter. And I thank God, my wife is willing to forego all of the worldly allures of the city, in order to make sure that my daughter gets a good education.

But what do we do with the public system. I mean you've come out very forcefully and said we don't want government enforced school prayer, and I'm very much in agreement with you on that.

I think we need to stop prohibiting prayer in school. I think, you know, we are not in the middle on this issue, we are way off on one side. But, you know, what can we do to promote virtue in our school systems.

Mrs. BALTZ. I think that sometimes we need to remember that kids come to us, and if they come to that classroom with that disrespect for a teacher, often times that child has never experienced respect in their own life.

And so, sometimes our task as educators, is to just begin teaching them about what respect is. And I think we have a real responsibility as teachers to treat each child with respect, no matter how disrespectfully we are treated.

It think that one of the keys here, is that its nobody's job solely. And you need to see this as a hand in hand partnership between home and school. And the community, whatever that might be.

And I think that as we seek to involve our parents more. And I do see changes in that direction. We see that, even in LA City schools, which is a huge district, but parents are taking a more active role and I think that that's vital.

And I think that there is also a need for training the teachers. I know one thing, that I, I have a teaching partner and we share a huge classroom and have 60 third, fourth and fifth graders.

And one of the things that we do every day after lunch, we gather all 60 kids and ourselves on the rug and we have a class meeting. And that class meeting opens with compliments.

And some times for kids, it involves teaching them what a compliment is and how to give one. So we just take certain things for granted if we're blessed by a loving family.

But there are some kids out there, that don't know that. I think the majority of kids do come from very loving homes. But when the public schools get kids who are just playing at doing well, who get there sometimes hungry, somewhat underdressed.

Then the school needs to work with families hand in hand and teach those kids by modeling. Whatever you say about values, we all teach values by our very actions. Our very lives teach like you

saw in the prison system. Either values that are not so good, or values that are good and I think that that as to be our aim.

In my own school district its small, but I think that it can be an effective example for a structure that's working when school funding started going drastically down the tubes after the passage of Proposition 13. Arcadia parents got to together and formed an Arcadia Educational Foundation, which has been very active in raising money for technology and classroom improvements. And we've also started a district educational advisory committee which meets once a month.

And that involves principals from all the schools, a teacher from every school. It involves PTA presidents, PTA members and we have ministers and rabbis and priests on it.

We have businessmen, and all of those people come together once a month and we meet and we discuss what's going on in our school as we consider curriculum decisions. We present. I've done a lot of science presentations to this panel.

Because of the concern that we get our eyes and ears and minds focused on what it is our kids need to learn. I think the task ahead is large and I think its challenging, but I don't think its impossible.

But I do think it requires by starting at your own school district and working together as families and teachers.

Chairman HOEKSTRA. Thank you. Mr. Sawyer.

Mr. SAWYER. Thank you, Mr. Chairman. Thank you very much for the marvelous testimony that you brought here today. I am frequently introduced as a former teacher, and every time I hear that I tend to think that if you ever were a teacher, you probably are always a teacher.

And my guess is that no matter what you do, you will always be a teacher, we are learning from you today. You brought us a list of commandments about the kinds of things that teachers ought to be doing. A set of commitments that you make to yourself.

Let me just touch on those briefly. To touch every child's life, to take risks, to build partnerships with parents, to continue learning yourself. To contribute to curriculum, to eliminate dead ends, to share knowledge with others, to communicate with other grade levels, to guide new teachers and to speak out for education.

You have done all of that today. And you've done one thing more. You have suggested that while this sort of thing is best done from the ground up, there are broader questions that we can ask and perhaps suggest answers from the top down.

We were talking earlier a little bit about not only the way in which we share this through students, but how we engage parents and prepare teachers. Select materials for text books and other course work.

And provide recourse and course correction, as you must at all times in a changing society. Can you talk to us a little bit about the role that you've played on the Family Involvement Partnership for Learning, its work as a part of Secretary Riley's efforts, and the way that its played itself out nationally on State level and locally.

Mrs. BALTZ. Yes. And let me just add because of your little preface there. You read off a long list of title or rewards or honors, but for me, the most rewarding thing I do is sit in that classroom every day.

I was here last week for the board meeting for the National Education Research Board. And they said, why don't you stay over, then you won't have to criss cross the country.

And I said, I need to go back and see my husband and I need to go back and I need to see my kids. And so I come here with a lot of energy just from those children giving my hugs and saying go for it Mrs. Baltz.

By the way they did, I also submitted into the record their things that kids want Congress to know, which was very interesting.

Mr. SAWYER. We have submitted those as well.

Mrs. BALTZ. Thank you. I became involved with Secretary Riley in the summer of 1994, I believe, and came back to Washington and met with his staff, met with other teachers and then had a series of meetings with religious leaders and different private school leaders and parochial and school leaders.

And just began to have a dialogue about how do we work on some of these issues. And one of the things that I think I tried to stress is that we need a common vocabulary. So often, we use language that confuses parents.

We get into what I would call, edubabble, which is education babble. Its words and I think that we need to be cautious about when we work with and not just cautious, but compassionate about the fact that if we want to communicate then let's use language that we all know.

And as a part of that effort, we gave our input and then I've been in touch with Secretary Riley's staff. They send me speeches that he writes, that he's going to give in terms of reaching out, in terms of that family partnership initiative.

And, you know, I don't see myself as a huge part of that, but I am privileged to have the opportunity to comment from somebody that's at the groundroots level and is a parent herself.

And works with parents on a daily basis. And, so I, that work is just ongoing. And I think Secretary Riley is as fine a man as I've ever met. He really believes in kids and he really wants the best education and he wants families involved.

Mr. SAWYER. Thank you very much. Many of us agree with you about Secretary Riley. Mr. Chairman, as a coincidence of scheduling today, one of the other committees that I serve on is the Committee on Standards of Official Conduct, otherwise known as the Ethics Committee.

And they have been calling for the last half hour for me to leave and go over there and take part in a discussion that they are having. So I am going to have to excuse myself.

As you notice, we have been joined by a couple of other Members. Just let me say if I don't get back in time, I am grateful for both of our witnesses. I am grateful to you for your care in structuring this hearing and I want you to know it.

Chairman HOEKSTRA. Thank you. I appreciate having Pann be here to add, I think its very constructive. So thank you for scouring the countryside and finding her. And I would expect, not to belittle your contribution, but I would expect that we would find hundreds of thousands of teachers like you around the country.

But we are glad that you are here. Mr. McKeon.

Mr. MCKEON. Thank you, Mr. Chairman. I would like to commend you on this hearing, I think its been one of the best I've been in in my time in Congress, where it seems like Members on both sides of the aisle are working together.

The witnesses were all kind of in agreement, focusing on what is the problem, what can we do to work together. Instead of one side trying to discredit the witness and then the other side trying to discredit the next witness.

This has been very interesting and very enjoyable. I really appreciate, Pann, is it okay if I'd like to be considered your friend.

Mrs. BALTZ. Yes, please.

Mr. MCKEON. My wife is also named Patricia and graduated from Arcadia High School. So I know the area that you are talking about and the experiences that you are relating.

And I hope that the Chairman is correct that there are hundreds of thousands, I doubt that there are, just like you. But, I spent nine years on the school board and I represented our area, also, at the State school board association.

And you know in my experience, it seems to me no matter what discussion takes place here or in Sacramento or State capitols around the country, it all boils down to, if you have the teacher in the classroom, kids get taught.

If you don't, they don't. And one of the things I instituted my first year on the board was a what's good in education. And one of our first board meeting each month we would have a session and we would try to find a teacher like you that was really doing the job.

And I remember some of things that they did. One French teacher, for instance, started out, came in our meeting, walked in fully dressed as a french cardinal and began speaking in French and teaching. It was amazing.

And I know that he had the attention of his students and built their desire. He didn't just teach the language. He taught the culture. He taught, he really excited the students about French.

And it comes back down to that teacher. And I think the story is told and you said you get your best enjoyment when you meet with the young people. Your best enjoyment is years out ahead.

You don't even know the things that you will receive from teaching. But when your students come back to you years from now and come up and say, Mrs. Baltz, you know I've done this or that and its because you gave me a good start.

Then you will really see the fruits of what you've done. You've heard the story, you know, that anyone can count the seeds in an apple, but you can't count the apples in the seed.

And that's the joy that comes from being a good teacher. One of the problems that I saw serving on a school board, is not all teachers were like you. I met with a Teacher of the Year, just in the last couple of weeks.

And I asked him this question. What are teachers doing as professionals to clean up and to strengthen their profession. If they don't do it, then sometimes outside pressures come in and will clean it up and it won't be done well.

Its the same thing with doctors, its the same thing with accountants or attorneys, any professional group. If they don't police themselves and clean themselves up, then outside influences do.

Now I have a concern where teachers have unions. Where they had in our State, tenure. And they are totally protected. There is no fear of ever losing their job, there is nothing they could do to make them lose their job.

And when you have that, if you don't have the desire like you, to just do it for the teaching sake, how do you change that. What can we do to maybe make some of these changes to get teachers to assume that professional ability, you know to improve education?

Mrs. BALTZ. I think that a number of things are out there being done already, and some things need to be done. Among some of things that are being done, I think in a positive way, is having taught for just a scant two years when I finished UCLA and then, you know, stopped to have a baby and then had a series of strokes and never thought I'd come back.

You know, I had that intervening period of about 13 years before I returned to the classroom. And when I was there in the early 1970s, I mean, at lunchtime people were playing bridge in the teacher's lounge and smoking.

Now, at lunchtime, long as it is, 38 minutes at our school, there is conversation about kids and education and what can we do to make things better. And for sure, in the two years that I had out of UCLA teaching, there was no staff development opportunities at all.

And now there are many staff development opportunities. And I think that there are, is a growing number of organizations for teachers who perhaps don't like the idea of a "union," or that might espouse or back things which they don't feel comfortable with.

I'm on the board of a new fledgling association for teachers called the Association of American Educators. And it has a growing number of members of teachers, who feel that values needs to be a very strong thread woven through everything that we teach.

And its not a religious organization in any sense. Its just an organization that can, professional association that can represent teachers. I probably would not be very popular with a lot of teachers for saying what I'm going to say now.

But I really strongly question the effectiveness of tenure. Because there are teachers out there, I don't think its very many, but there are, I think any is too many, if they are not doing the job that they need to be doing for kids.

And I think, you know, what other profession. Businesses out there, they all employ people and raise their salaries, based on what kind of job they are doing. And our teachers are locked into this step up the ladder and, you know, its almost impossible with tenure in place, to get a teacher out of the system who doesn't belong there anymore.

And I really don't like that very much. And I would be, you know, if it came to a vote for the teachers, I would be saying, no tenure. I want to be judged on what I do today, this year, for these kids.

I think there are concerns that teachers rightly have about well if you take away tenure, in the public school system, we can't control the kids that we get. We aren't in the position of a private school of being able to select our student population.

And so, there are some teachers that have that worry that, you know, they got a class that was overloaded with kids with disabilities or non-English speakers, that, and so test scores fell, that they would be judged on that and they might be doing a terrific job of teaching.

So I think there are some real important issues to be considered if you think about eliminating tenure. But its something that I feel like education is behind in, to keep as a system. Because my husband doesn't do a good job for his company, he is going to be out. No matter that he's been employed there for 26 years.

If he doesn't do the job, he should be fired. He'd be the first one to tell you that.

Mr. MCKEON. Thank you, I appreciate that. And you are right, you probably wouldn't be real popular with some people, but I guess my concern is tenure and union together that double protection is may be reaching and going too far.

And it does keep people in the system that probably shouldn't be. And thank you very much for being here.

Chairman HOEKSTRA. Thank you. Mr. Green.

Mr. GREEN. Mr. Chairman, first of all let me say that Texas does not have the same labor problems as California. In Texas, we don't have tenure. In fact our teacher's unions don't have many of the protections that they should have.

But we still have many of the same problems in inner cities in the education of our children. Let me first compliment you Ms. Baltz. I think there are thousands of teachers out there who are just as committed as you.

I serve on this committee because I want to and I spend as much time as I can in schools in my own district. I meet teachers just like you who are really committed to their students.

Love is shown by parents, obviously. However, it is also shown in schools every day. And not just in elementary schools, but in high schools. My wife is an Algebra teacher in high school, and I see it first hand.

Ms. Baltz, you say that we still have prayer in the schools. My wife told me the same thing years ago. She says we have prayer in the schools whenever she gives an Algebra test. I don't think we would have to scour the country to find a dedicated teacher like you.

In reading both former Secretary Bennett's statement and your statement, I see where y'all both agree. You can tell I'm from Texas because every once and a while I'll throw in a y'all.

Secretary Bennett says that teachers should not just state the difference between right and wrong, but make that effort to live that difference in front their students. That was his statement and in Ms. Baltz's statement, she talks about the first of the school year, and explaining to the students her background and her faith.

I've always been taught that its much better to watch your actions, than what you say. Whether its the former Secretary of Edu-

cation or a teacher, if you show your love for those children, those values will be instilled.

They will learn those values in elementary grades and all the way up. But we do have problems in education. I served 20 years in the Texas legislature and I remember when nobody wanted to touch the issue of values.

In the last six years, however, we've seen some differences, especially in curriculum. We must recognize the role of the educational establishment because values are not being taught in the home.

Somebody has to take the place and supplement it. My children are now in college and I'm glad that they got their values at home, but they also learned them at school from the examples of their teachers.

How long have you been back teaching?

Mrs. BALTZ. I've taught altogether 13 years. This is my 11th year back.

Mr. GREEN. Okay. I have seen a change in education, not only through my children in public school, but also my wife as a teacher and I as a legislator. We are more attuned to trying to teach the child in right and wrong.

We saw more of this in the late 1970s and early 1980s. I don't know if that happened in California.

Currently, we see the educational institutions respond to the need of providing leadership to our children. Mr. Chairman, I don't have any other questions. I like to serve on this committee because there are thousands of people like Ms. Baltz, who are doing a great deal of work every day across our country.

I enjoy recharging my batteries when I go to my elementary schools or my high schools. I'm glad that Ms. Baltz is here today in order to provide that charge for the whole committee.

Mrs. BALTZ. Thank you. I can talk that Texas talk, I was born in Dallas.

Mr. GREEN. Thank you.

Chairman HOEKSTRA. Mr. Cunningham.

Mr. CUNNINGHAM. Thank you, Mr. Chairman. Pann, you know I would like to thank you, too. I was born in Queen of Angels there in LA. My wife is a principal and has been an elementary school teacher for basically her whole life or our married life.

I was a teacher both in high school and college and a coach and a Dean of a college, so I understand. We have ladies like Ramona Batliner, Sheila Lecamp, Laurie Ricksley, Bill Johnson Bonn, these were all San Diego County teachers of the year this last October, and I hope one of them takes your place in the upcoming year.

One of those, Ramona, was in my wife's school district and we are very proud of her. When you commented that you've seen, you know, more parents that are having to work, the single parents, I think that we need to take a look at why that's happening and why we have less resources into education.

We know the fact, but how do we get there on the fact. I also agree with you that education should not be a partisan issue. Where it becomes partisan is how do we get there? How do we fund it and how do we support it?

Many of us are very strong believers in State's rights. You mentioned Goals 2000 for example. I think there are some very good

aspects of Goals 2000. Not just under George Bush, but we also agree that Secretary Riley is a fine guy.

As a matter of fact, you can't imagine the heat I took when I supported Dr. Paysan, San Diego's Assistant Secretary. He's also a good guy. He's left the administration now. But I know that in our approach, that I would support Goals 2000 at a State level.

Now if you want to do Goals 2000 with the goals that are set out, then do it. But I know that my wife has been tasked with writing grants. I know many of the schools in many cases, those grant writers are paid and sometimes the grant they get doesn't pay for the grant writer and then it doesn't pay for all the statistics and everything that they have to fold into that.

There has got to be a much more efficient way to do that. And I think that's why a lot of us want to move it back to the State. And if you want to do Goals 2000, I'll support you at the State level in the State of California.

Mrs. BALTZ. Could you get our Governor to release the funds?

Mr. CUNNINGHAM. One of the problems we feel is that we get a very low percentage for every dollar that we send here to Washington. We get less than 25 cents back at a State level. Because of the State and the Federal bureaucracies.

And we can do it, actually provide more dollars, in the long run, by cutting out basically the middle man. Yes, I will talk to Pete about it, but I don't think it will do any good. Because I don't want a Federal Goals 2000, I want it at the State level.

And I want it working. It would be better managed by you and the local people, instead of Federal rules and regulations that are tied into it. Don't do away with television, at least the football games.

Of course, I don't know what I'd do if we lost the value of a football game, but, I look at it, why we are not getting the resources.

You know, let's look at the State of California, we've got one in eight Americans that lives in our State. And I look at local defense cuts. We lost nearly a million jobs in military defense.

Ninety three percent of education is paid for by our State and in most States by the State. That means that those people aren't paying into the system. A lot of the border States have got a real problem with illegal immigration.

Just in the school lunch program. You've got 800,000 K–12 illegals, I use 400,000. But even at a $1.90, that's $1.2 million a day that comes out of the school lunch program for kids that really need it.

And then if you take it, a look at around $5,000 to educate a child, that also comes out of Sacramento. But we are having to cancel school programs. And some of the programs that you and I and most of the people in this room, feel are very important.

Then we look at one, for example, Federal rule that was written with good intent, the endangered species Act. How many jobs have we lost to spotted owl, gnat catcher, California desert, which is taken off role and so on.

Those are all revenue sources for the things that we want to gain. And I would just ask you, when you look at those things, look at the causes of why we don't have the resources. Why are families, two people having to work.

Look at the tax liability they have. Look what they owe on the interest of the debit. Look at interest rates and why they are high. And then, I think you find out that, yes, we are having to work harder than we did when my parents grew up.

But I want to commend you and I want to thank you for the job that you are doing. That millions of teachers around the world, in this country are doing.

Mrs. BALTZ. I don't have the answers to those questions about funding.

Mr. CUNNINGHAM. I'll give them to you.

Mrs. BALTZ. And I can never balance my checkbook, so I'm not the one to ask about those issues.

Mr. CUNNINGHAM. Can I ask you one question, direct on that, and this is just of interest. Would you support in the schools, if all parties could have it, the display of a Christmas tree and menorah or a Koran or those things, if it was all handle equally. Do you think that's proper?

Mrs. BALTZ. I think that. I don't know, we have holiday program coming up and we have got a Christmas tree in our multi-purpose room and there will be a Hanukkah song sung and there will be, you know, I just think that we need to be tolerant and accepting.

We've always been a Nation of diversity and we need to be tolerant and I don't have a Christmas tree in my room, I can't afford it yet.

But we sold Christmas trees, little ones, to raise money for our field trip this year. We wanted to take the train down to see the San Juan Capistrano Mission as a part of our study of California history.

You know I think some communities get too hysterical about those things. As long as somebody can display a Christmas tree that there is also room for a menorah, there is also room for another religion to talk about their holiday celebration.

Mr. CUNNINGHAM. Thank you, Pann.

Chairman HOEKSTRA. Thank you very much for being here. I've just got a couple of observations, I really don't have any questions. I think that you and Mr. Bennett have taken the framework of what we wanted to accomplish today in our hearings and I think that you've done a wonderful job.

You've reinforced in us things that we've known, but you've given us a slightly different perspective. That raising kids is hard. Schooling kids and teaching kids and getting kids to learn is a very, very difficult process.

You've used many of the same terms or many of same concepts. The concept that Dr. Bennett talked about of community. You talked about how we can form connections with home school and the community in a circle of real caring, which empowers each student to become a lifelong learner. I think as you outlined the process of getting involvement with clergy, with parents and teachers, is the element that Dr. Bennett talked about of restoring and building that trust between the community and school system is very important.

I think you've both given us some mandates about what we might do in the future. And we, I have visited some of the schools in Chicago that have been identified as schools that work.

That this committee needs to spend more time investigating what works. The overview of success, the recognition that really what we need to do through the educational process on some of these issues is focus on the fundamentals.

Don't focus on where we have differing opinions, but focus where we all agree. I think this is a very positive type of thing. And I think on a wholesale and retail level, you've given us, you've both given us a wonderful view of where education can be.

The wonderful challenges, the positive challenges that we face in the educational environment today. A positive perspective of where the educational system in the country is today.

So often, we hear about the negative. And I think your example of doing retail education is a very positive example as is Dr. Bennett's comments about the ability of the educational system to reach out and to save kids and to make a difference.

I think reinforces, as Mr. Green says, has provided some energy back to this committee about the importance of what we do and the positive things that we can do to get things moving in the right direction.

So thank you very much for being here and taking the time. Thank you. The committee is adjourned.

[Whereupon, at 3:02 p.m., the subcommittee was adjourned.]

HEARING ON "PARENTS, SCHOOLS AND VALUES"—Part 2

WEDNESDAY, DECEMBER 6, 1995

HOUSE OF REPRESENTATIVES, SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS, COMMITTEE ON ECONOMIC AND EDUCATIONAL OPPORTUNITIES, *Washington, DC.*

The subcommittee met, pursuant to call, at 9:30 a.m., Room 2175, Rayburn House Office Building, Hon. Peter Hoekstra, Chairman, presiding.

Members present: Representatives Hoekstra, Barrett, McKeon, Castle, Weldon, Fawell, Gunderson, Sawyer, Martinez, Reed, Roemer, Scott, Green, Fattah, Miller, Woolsey, Engel, Beccerra

Staff present: Vic Klatt, Education Policy Coordinator; Kent Talbert, Professional Staff; Emilia DiSanto, Professional Staff; Sharon Worthy, Professional Staff; Leigh Lanning, Legislative Assistant; Mark Eckerd, Staff Assistant; June Harris, Education Coordinator; Sara Davis, Legislative Associate; and Chris Collins, Staff Assistant.

Chairman HOEKSTRA. Good morning. The subcommittee will come to order.

Welcome to the second day of hearings on "Parents, Schools and Values." Yesterday, we had what I considered to be an excellent discussion with former Secretary of Education William Bennett and Pann Baltz, the 1993 California Teacher of the Year. We discussed why parental involvement is critical to the education of our children, why parents need to be able to trust the schools and the teachers they send their children to, and what role the Federal Government has to play in all of this.

Anyone who wonders why we're holding these hearings should review yesterday's testimony. Both Dr. Bennett and Mrs. Baltz clearly stated that parental involvement is critical. That reinforces the main point of our hearing. Parents need to reclaim their roles as the primary teachers of values to their children.

Let me reiterate some of the major points that I heard during yesterday's testimony in question. Teachers say time and time again that parental involvement is the most important thing that helps children succeed. The parent is the first teacher and the schools must work hand in hand with them for the benefit of the child. Conversely, parents say time and time again that they need their children to be taught to read, write, count and think, rather than focusing on other peripheral issues. Schools will have lots of latitude when teachers and administrators have earned the trust of the parents and the community in general. That trust can be broken if parents are shut out of the process. Parents must be al-

lowed to be involved in the schools, visit the classrooms and see what is being taught to their children. As Dr. Bennett said, any school that is not willing to allow that probably is not worthy of a parent's trust.

The Federal Government should not formulate a system that pressures school administrators to look more towards Federal regulations, compliance and funding, rather than toward their own community for answers. Schools need to reflect the values of their community.

Dr. Bennett particularly stressed the need to look at the issue of school choice to improve our schools and as a way to reinvolve the parents in the educational process. When it comes to values, it is more important to look at how teachers treat each other and how they treat students, how students treat teachers and how administrators treat teachers than to look at specific programs and courses.

Finally, the moral needs of students are pretty much the same wherever they go. We must recognize that all children are moral agents, that they can recognize right from wrong as defined by the moral leaders, be they their parents, teachers, friends or television.

That's what we talked about yesterday. I'm hopeful that today's discussion will build on the positive dialogue that we had yesterday.

I'd like to now turn to my colleague, Mr. Sawyer, for any opening comments he may have.

Mr. SAWYER. Thank you, Mr. Chairman. I do. I would agree with you and I'm pleased that these hearings got off on the right foot yesterday As I was listening to former Secretary Bennett talk about virtues and values and his prescription of teaching habit by precept and by example, I was reminded of an article that I had read in November 1988 Atlantic by a former Assistant Commissioner of Education, Paul Gannon, who I think today is at Boston University in a dedicated chair for the study of education in our society. He wrote then in an article entitled "Why Study History" some thoughts that I thought were particularly applicable to the topic that we've been talking about over the last couple of days. He talks about civic education, but what he's really talking about is the values that we share in a democracy. He says that "civic education is difficult because it asks people to accept the burdens of living with tentative answers, with unfinished and often dangerous business. It asks them to accept costs and compromises, to take on responsibilities as eagerly as they claim rights, to honor the interest of others while pursuing their own, to respect the needs of future generations to speak the truth and do the right thing when falsehood or the wrong thing would be more profitable, and generally, to restrain their appetites and expectations all the while working to inform themselves on the multiple problems and choices that we face as a society."

He goes on to suggest that "there is no trick to virtuous behavior when things are going well. People will hold to ethical attitudes when it is easy to do so. The tough part is to prepare people for the difficult times. The question is not whether they will remember the right phrases, but whether they will turn words into practice when they feel wrongly treated or fear for their freedom and secu-

rity." I don't think anything could better encapsulate the kinds of things we've been talking about over the last several days than that and I'm pleased to include that in the record.

To conclude, just to reiterate a few points from yesterday, it is important to recognize that every local community has got to consider values in light of the needs, traditions and concerns of their own community. Nothing in Federal law can prevent communities from finding the answer to that question that best suits them. In fact, as the statements taken from current statutes suggest, we have sought to prohibit the Federal Government from determining the content of local school curriculum. So as we listen to today's witnesses, I hope we can keep in mind the importance of assuring local communities of both the right and the responsibility to use their own common judgment to teach values to children so that they'll be ready to face not just the good times, but all times as we make tough decisions.

Thank you, Mr. Chairman.

Chairman HOEKSTRA. Thank you. All other Members of the subcommittee, the record will be open for them to submit any opening statements that they may have.

I'd like to welcome the first panel to come forward and with a very simple introduction. Yesterday, Dr. Bennett talked about going wholesale, going retail. This panel is going about as retail as you can get. These are all parents or guardians who would like to share their stories and their experiences with us this morning. That is the only introduction and background that I'll give for each of you, as being a parent and a guardian. We have first Sandy Martinez. We have Nancy Maclone, Warren Grantham and Mrs. Griffith. Thank you, all four, for being here and participating with us this morning.

Ms. Martinez.

STATEMENT OF SANDRA MARTINEZ

Ms. MARTINEZ. Thank you, Congressman Hoekstra. I would like to thank you and the entire committee for the privilege of being able to share with you my experiences with why we're here today, to talk about who should be the primary teacher of values to someone's children.

Mr. Sawyer mentioned trust in school and I'd like to share with you my first experience where my trust was broken with the school. Twelve years ago, I had a 15 year old daughter who was in a public school in Massachusetts. My daughter left a note on the stairs to a friend and I happened to find it. I found out that she had an appointment made by her guidance counselor in her school to bring her to a local birth control family planning clinic to provide my child with birth control pills without my written consent. Now I don't know about other States, but in Massachusetts you can't dispense an aspirin to a child without written parental permission. A child cannot also get their ears pierced without express written permission. And yet, my child was about to be brought to Lowell to be given birth control. When I found that out I went to the school and I confronted the guidance counselor who said to me, "would you rather have your child pregnant?" I said, "No, I'd rather have my child abstain, but should my child choose to engage in

that kind of behavior, I would like for her to learn that there are consequences to her actions and she needs to bear the responsibility for that. A birth control pill will not prevent STDs and it would not protect her heart either." And so my daughter did not get the birth control pill and my trust with the school became very damaged at that point in time.

Several years later, my 15 year old niece came to live with me and that's the main thing I'm going to be talking about today is "Hot, Sexy and Safer" and the impact it has had on my niece's life and my life and some of the children that live in my town.

My niece came home from school one day and I noticed a change in her demeanor from her usual bubbly self. She walked up the sidewalk and she just looked very confused and a little bit embarrassed and when I questioned her and asked her what had gone on at school that day she said, "Aunt Sandra, if you had seen what I saw in school today, you would have pulled me out of school so fast and put me into a private school." Well, my niece has been a troubled child from the beginning so I kind of really didn't believe anything could have happened that bad at school that would make her react that way, so I pressed her. And after several minutes she began to share with me some of this mandatory AIDS assembly she had attended and I was very angry. I was very shocked when I heard just some of the words that my niece shared with me. I brought with me the entire transcript from the assembly that I'd like to make a part of the record. Also, in my testimony I've attached to the back four sheets of excerpts from the assembly. I will share with you some of the things I don't believe belong in the public school in the topic of education.

I called the school superintendent to find out a little bit more about this assembly and was told that the superintendent had been in attendance, but that the acoustics were poor and he really couldn't hear what was said, but that I need to call the principal. So I called the principal. The principal told me that the staff, his staff had reviewed a promotion tape and there was nothing really wrong with it, but I needed to talk to the PTO president who is the person responsible for bringing this entertainer in. So I called her and she was extremely defensive with me and told me that there was really nothing wrong with this assembly and that if I really wanted more information I had to call California and speak with Ms. Landolphi's marketing agent, Tia Mobrey. At that point my niece shared with me that I'd be able to see it for myself, that the school videotaped the performance and they were going to air it over local cable. So I immediately called the local cable company and said, "Can you tell me when the airing is going to be? I want to see for myself what my child saw?" He said, "Well, we may not be showing it. But you can get a copy of it because it's our policy to give anybody in the community everything that we tape at school." He said, "It will just take a couple of days. We need to make some editing." I said "Editing? What are you going to edit out?" He explained to me the technique that they use with two cameras and how they merge the two together.

Two days later he called and said my tape was ready. I had to go down and get it. I could not go that day. I went down—I tried to go the next day and by then he said "I'm sorry, you can't have

the tape. It's copyrighted information." Well, to make a long story short, the tape was not copyrighted. I have a newspaper article where Ms. Landolphi herself stated that she has no problem with tapes being circulated. She just hopes that nobody has edited anything out.

Some of the comments are up on the board on the side. You can see some of the things that she talked to the children about. Now we're talking freshmen and sophomores which was the performance my niece was in. They also showed it again to juniors and seniors. When I finally pressed the school to show the tape to the parents, we saw the junior-senior version. The transcript that you'll have before you is the freshmen-sophomore one. They made two tapes.

I don't know too many parents that have seen the video—and I understand that some of you up there had seen it as well—would find that this is appropriate education that belongs in the school. The thing that made it even worse was that it was mandatory. My niece was told "if you don't get into that auditorium right now, you're going to have three days' detention." Another young girl who was going to come today and her testimony is also here, she tried to get up and leave and was made to sit back down and I've interviewed and talked to other students who had that same experience. One teacher got up and left the room he found it so bad. And a few other teachers I've talked to tried to get it stopped, but was told by the Administration they couldn't stop it, which I have a real problem with. I feel that the minute this woman opened her mouth and began to use the profane and vulgar street language that the newspapers won't even print—we wrote letters to the editor to complain about this and the newspapers said, "I'm sorry. We can't print this in the paper." But it's okay for a high school assembly? It makes no sense to me that this kind of thing can be condoned in the school.

From the beginning, what the parents tried to do was get the school to bring in someone who could undo some of the misinformation, some of the damage that had been done to the children and the school refused to. They formed an AIDS Task Force and I applied to be on it, was turned down. They didn't really want my input and so I attended the hearing and when they brought their panel in, much like this panel here, there wasn't one person there who believed in abstinence. They brought in another group of people who believed in the safe sex message. So nothing had been accomplished and we tried other things.

We sent the tape to AIDS experts and that's also going to be part of the record. Americans for Sound AIDS Policy reviewed it; Dwayne Crumm from Teen AID; of the Medical Institute for Sexual Health—Dr. Joe Mackelhenny; and also in Massachusetts, Dr. Janet Laphey, who works with schools in Massachusetts for drug and alcohol abuse and AIDS education. Each one has stated that the information Ms. Landolphi gave the children was medically inaccurate and dangerous because if they believed it, they could end up contracting AIDS or some other disease.

So I feel that again my trust has been violated by the schools and I really want to take control back as a parent. I have three small children still in the school system today. I have an 8 year old daughter, a 9 year old son and a 12 year old son who is in sixth

grade which is about where they begin the process of sex education in our schools. And so I feel that this hearing is so important to parents. This is not an isolated incident. This particular entertainer goes all over the country. She's produced a video for Playboy. She's produced a book and she has stated in the magazine, People Weekly, that she expected to be making a profit from her business. I don't really believe she has the best interest of children. I think the motive, perhaps, might have been money.

Chairman HOEKSTRA. Excuse me, are you almost—we usually have——

Ms. MARTINEZ. I was looking for the light.

Chairman HOEKSTRA. We forgot to get the lights started, but you're over your five minutes.

Ms. MARTINEZ. I'm over my time. I'm sorry.

Chairman HOEKSTRA. Can you wrap it up? Because you're going to have an opportunity to ask and answer specific questions. I know I've talked with Nancy and she said she took her 20 minutes of testimony and cut it down to 33, so——

Ms. MARTINEZ. I did the same. I tried to figure out how long this would take to read and it would have been about 30 minutes, but I will just try to summarize.

Chairman HOEKSTRA. We will accept the entire testimony for the record.

Ms. MARTINEZ. Okay, thank you. Also, I'd like to put the transcript from the video as part of the record and the doctors' letters and——

Chairman HOEKSTRA. That is fine.

Ms. MARTINEZ. Okay, thank you.

[The prepared statement of Ms. Martinez follows:]

STATEMENT OF SANDRA MARTINEZ

I am here today to share with you my experiences as a parent who has had my right to instill in my children, my values and beliefs. I have read Senator Grassley's proposed legislation which will reinforce the basic rights of parents to be the primary teachers of values in their children, and have supported such proposals from the outset. Speaking as the mother of four children, I believe that this bill can only help parents who are trying to instill in their children, the values that they hold dear, a right which has always been upheld by our Nation's highest court. Many years ago, we would have dismissed this type of legislation as unnecessary in this great land, but with the recent ruling by Federal Judge Keeton, throwing out a lawsuit brought by parents frustrated by a system that seems to constantly trample on the right of parents to direct the education of their children, I believe that only by having laws such as these on the books, can we hope to restore what has been lost in a steady downhill landslide of events which boggle the mind.

The first story I want to share with you occurred 11 years ago. I was walking up the stairs of my home, when an open piece of paper on the stairs caught my eye. Several words seemed to leap from the page. It was a note my 15-year old daughter had written to a friend detailing an upcoming trip that had been arranged by her guidance counselor for her to Healthworks in Lowell, where she would be receiving birth control pills. As a minor, she could not even get an aspirin given to her by a school nurse, or have her ears pierced without my consent, but she was about to receive a drug, more potentially dangerous to her, behind my back, sanctioned by the state. The rationale that was presented to me when I confronted this woman, who was usurping my parental rights, was that she had observed my daughter's behavior, and she felt my child would be needing pills to protect herself from pregnancy. I agreed that I did not want to see my child pregnant, but explained that I believed if my child chose to engage in behavior that could lead to that condition, that she needed to be willing to bear the consequences. Pills are not a guarantee that you will not become pregnant; they are dangerous for some people, (we have a high cancer risk in my family, and I had to be taken off the pill because of severe

migraine headaches). Also, the pill does not protect against the 40 plus sexually transmitted diseases, some of which could leave her sterile or dead, and lastly the pill would not protect her heart or teach her responsibility. All it would do, perhaps, would be to prevent a child from being born. (The pill also does not guarantee that you won't conceive, but often acts as an abortificant after the conception).

Eventually, my daughter did become pregnant, and as she went through the difficult decisions that naturally surround an unplanned pregnancy, she chose to give her daughter up for adoption. That was a defining moment in her life. After all the pain she suffered, she realizes now, that had she aborted her daughter, she would never have had the option of seeing her grow into a lovely young woman, nurtured and loved in a home that until that baby was born, was childless. Did she learn a lesson the hard way? Yes. She now wants to counsel young women about the risk of premarital sex and all that it entails. Good things can come out of the negative experiences in life.

Nine years later.

Picture yourself for a moment, alone in the peace and quiet of your home on a warm spring afternoon. Your three young children will be home in another hour, and you are watching as your 15 year old charge comes walking up the sidewalk. You notice something different about her as she approaches, and so when she gets in the door, after you greet her with her hug and hello, you ask what is wrong. She avoids looking you in the eyes and says "If you had seen what we saw in school today, you would have pulled me out and put me in a private school!" What could have been so shocking that a 15 year old would make such a statement. You gently press her for details, and she hesitatingly shares some of the information she received as part of her "Aids Assembly" today. Inside, your stomach is sick and your blood begins to boil. You imagine that she MUST be exaggerating. You call the parents of other teens you know. Had they heard anything about the assembly? Several had been given very little information from their children, so you share what you had heard. They don't believe you, so they ask their teens to confirm what you are saying. Yes, these things had been said, but the children were too embarrassed to talk about it.

You call the Superintendent to get more information. He admits he was there, but that the acoustics were poor and he couldn't really hear much. He had no information on the presenter, so he suggests you call the High School principle. You call him, to be told that he and his staff had screened the performance in a video, and felt it was fine. He becomes defensive, and tells you to call the PTO president who booked her. You call the PTO president as suggested to get the name of this "entertainer," and are told you need to call the West Coast where her agent is, and that by the way, there was nothing wrong with the assembly.

By now you are totally frustrated. Then from the other room, your niece tells you that you can see for yourself the whole assembly, as they videotaped it and are planning to air it on local cable. You then call the cable station at the high school to find out the dates it would air, and are told they may not be showing it after all. However, it is the policy of the studio to allow you to have a copy of any tape they produce. Just bring a tape and $10 as soon as the editing is done. Editing you say, what is going to be stripped out? Nothing, you are assured, the process of producing a film requires two cameras for different angles, and they merge the two. No content will be lost. You then receive a telephone call two days later that the tape is done, and you may come down and get one. Before you have the chance to pickup your copy, you are then told that they cannot allow you to have one as the content is copyrighted. (A statement denied publicly by the entertainer. She says she has no problem with copies of her show being made, she just hopes that the tapes have not been edited.)

You then press the studio to show the film to the parents, as they have a right to see what their children were forced to watch. You heard me right, my niece was threatened with three days detention if she and her girlfriend did not get into the auditorium. They made it clear that they wanted to be excused from this assembly. When a young Mormon girl tried to leave, she was told to get back to her seat. A boy got up to leave, and said that he saw so many kids being turned back, that he also returned to his seat, but he was very unhappy. Another child, whose testimony I have here with me, since she was unable to make the trip today, also tried to leave, and was told that she could not leave. The teachers actually stood in front of the doors with their arms folded across their chests. You can see that in the video.

By now, you may be asking yourselves "What could be so bad that all this fuss would come about?" Let me share with you a brief sampling of the school, and Judge Keeton's ideas on "appropriate" aids education for our children.

SUZI: "I can't believe how many people came here to listen to someone talk about sex, instead of staying home and having it yourself. Right?"

"Now listen, what we're gonna do ... and I don't want to talk about sex, Okay? Because people talk about sex, but they'll always talk around the issue. They'll never really tell it like it is. Why don't we TRY it? How about that? What if we have a group sexual experience? ... What we're gonna do is we're going to have a GROUP SEXUAL EXPERIENCE here today ... How's that? Is that good ? With audience participation! ...

"So I can tell you right now, there's some great new AIDS information out there: brand new stuff that you haven't heard. Most people haven't heard this yet. What I want to do is give you this brand new AIDS information. I want to take two minutes out of our group sexual experience—Okay—two minutes—and I want to talk about AIDS and the rest of the time we'll just deal with sex. Is that fair enough?"

Throughout the program, Landolphi used four letter words extensively, as well as lewd and lascivious language for body parts and excretory functions. She advocated and approved of oral sex, masturbation, mutual masturbation, homosexual sexual activity, and condom use (she owns at least 7 condom boutiques across the country). While on the stage, she had a male child lick a condom with her, and then had a female child pull the condom over the boy's head, presumably to demonstrate one size fits all, and tells the audience that "Just because ... has a condom on his head, that doesn't give you the right to call him di--head."

I have attached several sheets which are more excerpts from this alleged AIDS Education. The issue isn't even the format of the assembly or it's content, as obscene or offensive as it may have been to some observers. The issue is who decides what our children will be taught in the areas that most of society deems to be controversial. When a Federal Judge states, and I quote from his 26 page memorandum and order dated January 19, 1995:

Page 10 "Parents who send their children to public schools, however, daily risk their children's exposure both inside and outside the classroom, to ideas and values that the parents and the children find offensive."

This statement alone, compels me to stand up and speak out in support of legislation that will protect all children from having their deepest held beliefs violated by the state in the name of education. Judge Keeton also states that Landolphi's presentation, while it may have been offensive and emotionally upsetting to some, discussion of sexual activity for an education purpose is not the kind of conduct that "shocks the conscience". Ladies and gentlemen, if your child had been forced to observe this presentation, I would be shocked if you too were not outraged. I don't believe any of you would agree that this is the type of information deemed appropriate for our children. We as parents are not calling for censorship, but for choice. If a parent previews this entire 90 minute routine, and still feels that it is appropriate for their child, they would have the right to make that choice. Neither the approximately 1,500 children in this school, nor their parents were given such a choice. This was a mandatory assembly. And this is only one of many true stories you will hear about as you consider this issue.

Judge Keeton also states that **"Exposure to speech about procreation, contraception, and marriage in a high school assembly, even where student's attendance at the assembly is mandatory, does not constitute a violation of the right of privacy."** I find that I might even agree somewhat with him if that is what had been the content of the presentation. At no time did she advocate marriage or talk about procreation. She talked about sex, masturbation and homosexual acts. She trivialized moral prohibitions against sex outside of marriage, by placing flimsy and superficial limits on when a child should have sex, noting only the prerequisites of knowing how to communicate and use condoms. She graphically described the sounds two women having sex might make as they pull apart and suggests to one of the male children that due to his large pectoral muscles, he would make a large sucking sound no matter who he was with. She even tells the children that some teens practice anal sex because you can't get pregnant that way (but you need to wear two condoms for safety, and by the way, she herself is not into anal sex). How many young men who had never thought about that before, suggested this dangerous practice to their girlfriends the next time they went out?

In addition to the vulgarity which is too lewd for any of the local newspapers which reported the performance, there is a very serious issue: the misinformation and propaganda that Suzi gave our children. Three medical experts have reviewed the transcript, and found that the misinformation she presented was harmful! I have included copies of these letters, and would like them to be a part of the record. When Suzi appeared on *The Maury Povich Show*, a woman in the audience asked her where she had received her information and what training she had received to be doing "AIDS Education." Suzi's answer was that she read a lot of books, but has

had no formal training. She has no medical background. She does have a degree in theater arts and is a former actress. For this travesty called AIDS education, she normally receives $3,000. (She states that she lowers her fee for those who cannot afford it, thus Chelmsford paid less). She promotes the use of condoms. Do you think this could be a conflict of interest since she owns 7 condom boutiques? While she does push condoms, she fails to give all the facts. She neglects to talk about the fact that there are natural pores in latex condoms which are large enough for the Aids virus to pass through, and that experiments have verified that in fact condoms do allow this to happen. She forgets to tell the children that there are over 40 sexually transmitted diseases today, and that many are contractible with a condom. Some of these STD's can leave a person sterile, or infected for life: one disease Human Papilloma Virus (HPV), is epidemic and can lead to cervical cancer.

Suzi has published a book entitled *"Hot, Sexy, and Safer,"* and *Playboy* featured her on a video about her sexuality performances. I have also attached a copy of an article that appeared in People Weekly in March of 1990, where she actually states her desire to make a profit from her show.

The aftermath of the assembly was also not in the best interests of the children. While the school continues to state that at least they (the kids and the community) are talking about Aids, they should have listened in the hallways as girls were asked for weeks following the performance if they had tipped their bureaus over lately. (In the transcript, you can read how she recommends this so young females can view their private parts to become familiar with them as boys already spend so much time playing with theirs that if she took a Polaroid of each one and put it on the wall, each child could pick out his own.)

I urge you to listen to what you are hearing today. This is not an incident. Please support legislation which affirms that we as parents do have the right to direct the education and upbringing of our children. What you do vote for will decide "WHO CONTROLS OUR CHILDREN?"

SUZI-ISMS

Excerpts from "Hot, Sexy and Safer." a live presentation by Suzi Landolphi given to children ages 14 and up, at Chelmsford High School in Chelmsford, Massachusetts on April 8, 1992.

Hello ...

I can't believe how many people came here to listen to someone talk about sex, instead of staying home and having it yourself. Right?

Why don't we TRY it? How about that? ... What we're gonna do is we're going to have a GROUP SEXUAL EXPERIENCE here today. How's that? Is that good? With audience participation! Alright.

Dr. Suzi's Medical Minute ...

There's some great new AIDS information out there; brand new stuff that you haven't heard ... When you get this virus [HIV] ... you're told a lot of negative things. Like the fact that you're going to die. WRONG ... You tell them they can fight this virus, and they might fight it so well that they may never get ill. That's a fact.

If you get rid of four things in your life, you will build up your immune system so strong that just maybe you'll never get AIDS. You will still have the virus in your body. You can still [pass it] on to someone else, but you might never get sick if you keep yourself healthy. And there are four things that will make you very unhealthy ... drugs, alcohol, tobacco [and stress].

Did you know that one orgasm—one orgasm—you need to bring this home and tell your parents—one orgasm is 10 times stronger than one Valium? Imagine when the pharmaceutical companies—they're gonna be pissed when they hear that, aren't they?

When I talk about the male private parts I'll refer to it as your "wiener." How's that? (Giggle) That's pretty mature, isn't it? ... How about your "lucky dog"? I always loved that one. Or, "Mr.Happy"?

And when we talk about women's private parts, we'll call it the what? The "noo-noo". I just made that up.

Sexual Sensitivity training ...

Actually, I don't mind when guys wear spandex 'cause we can probably see what we're gonna get before we get there, right?

BEST COPY AVAILABLE

Lookit. (Points to child's groin, a few inches from his pants.) Look where the hands go, immediately. They, he—look, you've even worn a hole out there. You play with it enough, and that's what happens.

Oh, look, we have a camera here. Let's look into the camera and smile. SMILE JOHN, SMILE ... Now, look into the camera, John, and smile, and on the count of three we're gonna show the camera our orgasm faces. (Suzi puts arm around John's shoulder and pulls his face close to hers.) Okay, One, Two, Three—ERRRRRUGH.

But the pants are perfect. Oh, my lord, these are great! ... These are super baggy pants; I love those. And you know what, Kirk? All superstuds wear baggy pants. ... I know why you wore those and you know why, but they don't know why. You know what I call those really baggy pants when a superstud wears them? I call those "erection wear"!

... Kirk, don't do this, Okay? (Circular hand motion like a lariat at groin.) Well, if he's a superstud, I'm sure he could. (Laughter) It may be very impressive, but don't do it, okay?

Oh, wowwww ... (giggle). I'm impressed already. (Giggle) Come on over here. I'm gonna get ready for this one. Look at you! Whoa. Come on over here. (Giggle) What's your name? ...

Steve. Gee, I love your tee shirt. It says "The Hardpack." I'm sure it is, sometimes. I bet you wouldn't wear one that said "The Softpack," would you?

Now Steve ... you've got some muscles growing there. I don't know if you've noticed that. Nice shoulders, nice chest. Your butt's moving along as well. (Bends over to inspect.) Okay. So, I don't know. You look very male, too.

If you turn around and try to peek to see what I'm doing, I'll give you a kick right in the canolies. And I'm half Italian, and I know where they are Kirk, 'cause it's the bottom half that's Italian on me.

Abstinence, Suzi style ...

We know you're not taking enough aerobics classes ... But I don't think you're having enough orgasms, either, Ushi. (Giggle)

The worst thing that could happen is if you're a really sweaty person and you get with another sweaty person and you happen to get really naked with that person, be very careful and watch out for that suction noise!

I bet when two women are together they make a huge noise, right? (Giggle) But wait a minute. We're not gonna judge someone's sexual orien ... And when two guys are together, they'll just make little noises. But, Steve, you're gonna make a big noise, no matter who you're with. (Giggle) It doesn't matter. With those pecs, you're gonna make a big noise.

Can I help someone have an orgasm? Yes. Am I responsible to give them one? Or let them use me for one? No. We want to talk about, discuss it, plan it, then maybe we can help each other to have an orgasm. As long as we do it on terms that are comfortable for me. That I'm ready for.

If you can't look your partner in the eye and say, "Listen, I want to take all of your clothes off, and then I want to run my tongue on the back of your neck and work my way down ..." If I can't say that to my partner, I'm not ready to do it ... Wait till you can describe it.

When I know I'm ready, I'll tell you. I'll be able to say to my [partner]: "Yes, we can take our clothes off; yes, we can do this; no, we cannot do this. I'm not ready." If I can't say the words, I'm not ready to do it.

Become sexually proud and confident people.

The Safe Sex gospel ...

Safe sex is having sex with yourself, because you cannot give yourself a sexually transmitted disease. You can give yourself a smile, but you can't give yourself a disease.

Condoms break. They break when you've got a wiener in your rear end, you're in deep shit ... Can you play in that area when you are old enough and feel responsible enough? Yeah. It's a part of the erotic area.

And that's oral sex. That's when you put your mouth on a wiener, you put a wiener in your mouth, you put your mouth on a noo-noo, you put your tongue inside of a noo-noo. I forget any?

Now, we're gonna show you that a condom works by putting a condom on Jamie's head. Is that Okay?

We're just gonna prove that a condom will fit anybody, by putting it on your head.

Now, listen. Just because I put a condom on Jamie's head, that gives you no right to call him "dick head."

The terminally weird ...

Okay, now you know what bi-sexual means? That means you go "either or," men or women, right? ... That's a very, sort of, interesting, um, situation, because I think you get a lot more people to choose from, right? I'm not saying you should try it, but [you get less rejection that way.] ... "Hey, I'll take your brother or your sister. It doesn't matter to me. I don't care."

I gotta say something about "gross." Guys, you've got something that looks like turkey neck skin.

You guys are walking around suffering from "protectual wiener worry." You are! You're always worrying about how big you are: "Gee, my wiener's not big enough. It only wraps around my leg twice. That's not big enough."

And you know damn well that someday when you have an orgasm, that semen is gonna shoot right out of your wiener, right? And guys always brag about that: Hi could hit that light." (Giggle) A little bit of bullshit going on there.

I want a guy who would like to have a physical experience with me ... Kirk, I know you would! Okay, come on down Kirk; come on down. Still got on those erection wear? ... But this is gonna be a great experience for you, Okay?

Tell your parents about sex.

God bless you all, and remember, your school had the balls to bring me here, so you thank them.

Chairman HOEKSTRA. Thank you.

Ms. MACLONE. Are you telling me that the light is not working?

Chairman HOEKSTRA. We just checked. The lights are working and Sandy has used four of your minutes.

Ms. MACLONE. That's not fair. Then I'll have to use Warren's.

Chairman HOEKSTRA. Okay.

STATEMENT OF NANCY MACLONE

Ms. MACLONE. Good morning.

Chairman HOEKSTRA. Good morning.

Ms. MACLONE. I really do thank you for this opportunity to just kind of open your eyes to what our children face in the schools every single day and sometimes even before they get to those school doors.

It's really kind of hard to summarize everything that I feel as a parent and what takes place. I'm going to try to very briefly explain to you what we went through when they came to our schools trying to put condoms in and did put condoms in.

During the 1990–1991 school year, we were told that a few of the Falmouth high school students came to the Administration and asked for condom distribution. And then on August 27th—am I done now?

The school board brought the subject up at a school board meeting and apparently the State board of education made a recommendation to the AIDS/HIV education policy. They recommended that every school committee in consultation with superintendents, administrators, faculty, parents and students consider, and the word was consider, making condoms available in their secondary schools. That to me meant high schools.

This addendum was approved on August 27, 1991. At the September 10th school board meeting the subject was opened to public discussion and approximately at that time there were 25 people in the audience and approximately half of them were in favor and half of them were against the distribution of condoms.

On September 24, they held another meeting that was scheduled to involve more people from the public in this discussion and at that time about 100 people jammed into the administration building, it's a very tiny room. It's nothing like this one. And we were

given that time to voice our opinions. They placed petitions outside and you could either sign if you were for them or if you were against them. They had three people register for approval of condoms and they had 88 people who were registered for disapproval. So it became obvious that they weren't going to come to any consensus at that time, so they limited the public discussion to half and hour and said that we'd have another meeting.

On October 21, Falmouth superintendent, Robert Antonucci, who now serves as Commissioner of Education for the State of Massachusetts surveyed both the junior high and the high school faculty and staff. The responses at that time, they had 38 responses from the faculty from both schools that were in favor of distribution and 65 who were opposed. So he brought that information to the school board meeting on October 22 which he held for the public and there were 250 people there at that time. They had 38 people who were allowed to speak three minutes each, either for or against the program. They had 11 people who spoke for it, and 27 people who spoke against it. So here again, we had a clear, I would guess majority who were not in favor of having this program.

So they stopped the meeting and they took a vote and the Chairman called the vote and it went 62 to put condoms into our school. It was really kind of a shock. It was wait a minute, nobody wants this program. Why are we putting this in? So they decided that at the November 19 meeting they would decide where we were going to put these. We were told this was the secondary school, so we just assumed this was going to be secondary schools.

So on November 3 a group of parents and citizens of the Town of Falmouth got together and said what are we going to do? We don't want this program. How are we going to stop this? So we decided we would have a petition drive and we'd see if we could get as many people in the town to either say yes, we want it, or no, we don't want it. I got really upset about this because it really bothers me to think they didn't really care what we thought anyway.

So we got this petition drive together and went to this November 19 school board meeting and we had a petition with 3,022 signatures on it that said no, we do not want this program. A high school student took it upon himself to do another petition and his petition had 98 signatures on it opposing it. Then they had Sandy Cuny, a resident of the Town of Falmouth, and I'll make this real quick, her petition had 200 signatures who wanted it. We had a clear, it was just "we don't want this program." We ended up with a program that was put in place in our junior high school and our high school and we have no parental consent. We cannot say yes, no, maybe. We haven't got the ability to do that. We decided that our only alternative left after that was to take it to the courts and we lost in Superior Court. We lost in the Massachusetts Supreme Court and we're awaiting right now to see if the United States Supreme Court will take it. It's a clear violation of our parental rights. We were not able to say yes or no, we didn't want this. It was really clear that this program was going in and through further investigation we find that it was never an issue that the students went to the administration for. It came to us through other

avenues which started from Federal Government to State government and made it look like it was a local initiative.

I know I have to stop and I just want to be able to say that there is a whole lot more that really truly needs to be said and I really can't say it all in five minutes and of course I'm a woman and I can't say anything in five minutes, but I do have and I hope that everybody does read my testimony because it comes from my heart.

Chairman HOEKSTRA. And we gave you 67 percent more time than the school board gave you with their three minutes.

Ms. MACLONE. The school gives us three minutes and I might add that it's very sad that the public is never at school board meetings. I attend every one, along with a friend of mine and they totally ignore us. We don't even get our two minutes. I'm using that time here.

Chairman HOEKSTRA. Okay. You've used it. Thank you.

[The prepared statement of Ms. Maclone follows:]

VITAE

NANCY M MACLONE

Education

1991-Present	Home School Major Educational Research
1972	Bryant Stratton Junior College Major Legal Secretary

Positions and Appointments

1972-Present	Wife of Richard R Maclone Jr Co-Partner with husband in Photography Business
1995-Present	Home School Teacher-Youngest Son Reading Tutor

Awards and Honors

1977	Son-Daniel C Maclone
1973	Son-Richard R Maclone, III

Good morning and thank you for this opportunity to share with you some of the concerns, we, the American families have about the future of our children. I hope to be able to convey to you, in as precise a manner as possible, the imminent dangers our children face, on a daily basis, as they enter the school doors of the American public school system.

During the 1990-91 school year the Falmouth High School students presumably approached the school administration requesting condom distribution. On August 27, 1991, the school board brought up the subject to be discussed at the next meeting. Apparently, the State Board of Education made a recommendation as an addendum to the AIDS/HIV Prevention Education Policy. They recommended that every school committee, in consultation with superintendents, administrators, faculty, parents and students *consider* (emphasis added) making condoms available in their secondary schools. This addendum was approved on August 27, 1991. At the September 10, 1991 school board meeting the subject was opened to public discussion. Approximately 25 people were in attendance at that time and of the 25-half were in favor of distribution and the other half were against the distribution of condoms in our schools. On September 24, 1991 another meeting was scheduled in order to involve more of the public in the discussion. A crowd of about 100 people jammed into the administration building to voice their opinions. Petitions were placed outside the room-3 people registered for approval and 88 people registered for disapproval. Public discussion was limited to half an hour. It became obvious that more time was needed for the people to voice their concerns, therefore, another meeting was scheduled for October 22, 1991. On October 21, 1991, Superintendent Robert V. Antonucci, who now serves as Commissioner of Education for the State of Massachusetts, surveyed the faculty at both the junior and senior high schools-38 responses were in favor of distribution and 65 responses were opposed to distribution. On October 22, 1991 another meeting for the public was held. 250 people were in attendance. Thirty-eight people were allowed 3 minutes each to speak. Eleven people spoke in favor of distribution and 27 spoke in opposition to distribution. After a short recess, the Chairman called for a vote. The condom distribution program passed with a 6-2 vote with the methods of distribution and grade levels to be determined at the November 19, 1991 meeting. On November 3, 1991 a group of approximately 100 concerned residents and parents met to formulate a plan of action for the November 19, 1991 meeting to try to persuade the school board to change their minds. A petition drive became the desired plan of action to gather signatures of residents concerned about the condom distribution program to be implemented in our schools. The petitions would be delivered to the school board during the November 19, 1991 meeting. Former Boston Mayor, John Collins, delivered original copies

of the petitions to the school board with 3022 signatures opposing the distribution program. David Viera, a high school student delivered a petition from the students with 98 signatures opposing the distribution program. Sandy Cuny, a resident of the Town of Falmouth, also presented the school board with a petition of people approving the distribution program. Her petition had 200 signatures. Not only did the vote to reconsider fail, but the school board also voted at that time to distribute condoms at the junior high school as well. Imagine! Children as young as 11 being given a condom without any prior consent or knowledge of their parents. The majority had spoken, but to no avail! Junior high school children would have condoms distributed to them as well!

What form of government were the people of Falmouth dealing with? Was this an example of our representative republic? Or more in line with an Oligarchy-rule by the few for the good of the many? How did this happen? Where did these decisions come from? Why were the voices of the people being totally ignored? Why, if even the Superintendent of Schools was opposed to this program, did the school board choose to ignore his wishes? Those were just a few of the many questions I needed to have answered which led me on a path of research that have brought me here today.

The condom distribution program was to become for me the beginning of of a class action suit as well as more than four years of intensive study and research. School Boards in Massachusetts answer to the courts when conflicts arise, therefore, this was to be our only alternative left. Litigation was filed in Barnstable Superior Court. We lost the first round there. An appeal was filed, however, the Appeals Court was by-passed and the case ended up in the Massachusetts Supreme Court. The decision handed down on July 17, 1995 favored the Falmouth School Department. Presently, the case is awaiting notice of acceptance in the United States Supreme Court.

My study and research began with a passion to understand what had taken place and why?

In the October/November 1992 Federal SIECUS Report, a report entitled "Condom Availability in a Small Town" authored by Beverly Wright-Health Care of Southeastern MA, Inc. and Kevin Cranston-Massachusetts Department of Education states: "In the early months of 1991, prior to release of the Board of Education's policy on condom availability, the Falmouth school system began planning HIV/AIDS staff training for the spring and fall of that year. The training team was comprised of staff from Health Care of

Southeastern Massachusetts and the Massachusetts Department of Education. School administrators had primary responsibility for planning and coordinating all trainings. From June to September, 1991, approximately four days of mandatory training were provided to selected faculty and staff in Falmouth while members of the school committee received a single-session presentation on basic AIDS information, student risk behaviors, and relevant laws and policies. While a "basic" training design existed, it was frequently modified to fit various audiences. Built into every training session was a strong "affective" component, led by Tony Winchester, an "Educator with HIV" (This title assigned to those persons living with HIV/AIDS who are trained and paid as classroom educators in the Health Care of Southeastern Massachusetts Living with HIV program, now in its fifth year of operation). There were significant differences in the focus of training for various audiences. In the interest of time, I'll focus just on the School Committee. I do, however, have the entire report available for your inspection. For the School Committee: There were three major components: 1. Basic HIV overview. 2. A personal perspective from a person with HIV and 3. A review of state policy recommendations on condom availability along with the results of the 1990 student behavior risk assessment survey. This one-hour in-service program was presented at a regularly scheduled school committee meeting in September, 1991 and was the start of the public debate over condom availability in Falmouth's schools. Condom availability was not our town's first experience dealing with sexuality education. Falmouth's schools already had in place a comprehensive health education program, which included instruction on sexuality issues starting in the upper elementary grades. Currently, the town is reviewing enhancement of this component to cover kindergarten through fourth grade." What do you suppose this component will look like? What will they be telling little 5 year olds about condoms? Will they tell them the same thing they tell the older children? In the comprehensive sex education program for the upper elementary grades part of the curriculum includes a textbook "Changing Bodies, Changing Lives". Following are some quotes taken from that textbook! Page 4- "There's no 'right' way or 'right' age to have life experiences." Page 54- "Guilt may be a stage that people have to go through as they stretch themselves past their parents' rules into their own new rules for themselves." Page 87-"If you feel your parents are overprotective their message may not be helpful. If they seem to fear your sexuality, or if they don't want you to be sexual at all until some distant time, you may feel you have to tune out their voice entirely." Page 89-"Many Catholics, Protestants, Jews, and Muslims believe that sex outside marriage is sinful. ...Unfortunately many people find that when the religious voice says a great big "NO!" it isn't very helpful, and just makes them feel

guilty." Page 79-"Touching yourself is one of the most natural ways to explore your sexuality to find out what excites you, what places are the most sensitive." Page 97-"As far as we're concerned (we've said it before, but with oral sex it bears repeating), the only time sex is perverted or immoral is if it is being forced on someone, or someone is under pressure."

Dana Mack, a reporter for the magazine "Commentary", visited Falmouth in the winter of 1992 to do research on such comprehensive health education programs. Her article, entitled "What The Sex Educators Teach" states: "This research was conducted last winter in Falmouth, Massachusetts, a small town nestled on the southwestern tip of Cape Cod. Falmouth is predominantly an adult community. It features pristine white colonial guest houses, up-scale boutiques, summer residences, a significant population of retirees, and a world-class institute of marine science. It does not feature a large number of children. Out of a total population of 27,000, Falmouth's public school enrollment comes to fewer than 5,000. One would think, considering its demographic makeup, that education in Falmouth would reflect the values of a staid and rather sleepy community. No such thing. Falmouth is near the cutting edge of sex education, boasting not only a sex-education curriculum well in the spirit of the SIECUS guidelines, but the most radical condom availability program in the nation. According to the school Health Coordinator, Helen Ladd, they stress "sexual decision-making skills" and "values clarification" rather than morality. That is, they disdain traditional rules of sexual conduct as quaint and judgmental, preferring to offer children "information" and the "choice" of being sexually active or not. Sex-education instructors, however, make the "choice" of sexual activity look far more acceptable than that of celibacy. While students are told, in explicit detail and over a period of many weeks, how to stimulate their partner's erogenous zones, how to initiate casual sex, and how to keep it safe from pregnancy and disease, only 45 minutes each semester are devoted to sexual abstinence. The full range of intimate relationships is probed in the classroom, but embarassment in sexual matters is hardly tolerated. Conception and childbearing are discussed, but marriage, says Ladd, is never mentioned as a prerequisite to parenthood. The gamut of sexual orientations (including bisexuality and transvestism) is introduced, without prejudice as to whether some might be more wholesome than others. As for family life, it is touched upon only in discussions of child/parent conflict, battering and incest. The Falmouth High health administration is preoccupied with getting children out from under the parental wing-so pre-occupied, in fact, that it is now trying to influence them subliminally, by practicing hypnotism. In a mandatory "Stress Reduction" class, ninth-graders this year have engaged in hypnotic exercises exhorting them to leave the stress-reduction classroom ready to make "adult decisions." One wonders just what sort of "adult" decisions

a child of fourteen is faced with; presumably they are the ones with which he is confronted in his sex-education classes, where decision-making "skills" are worked on at a more conscious level. But here we come to a deep paradox. More often than not, these "skills" have to do with techniques not of sexual activity but of refusal-"defensive strategies" that must be learned if children are to protect themselves against an environment in which (in part as a result of the ideology of sexual liberation) increasing numbers of impulse-ridden adults, having been freed of their repressions, are only too ready to exploit and molest helpless and dependent children. According to Massachusetts Board of Health statistics, the incidence of chlamydia among 15-19 year olds in Falmouth has increased 300 percent in the past four years alone. Moreover, in the nine years since the Health Issues sex-education course was conceived at Falmouth High, so also have an impressive number of babies been conceived. Teenage pregnancy in town is in fact rising by 10 percent a year, and is cutting across all socioeconomic barriers." Which brings me to my next article of investigation. THE UNFINISHED AGENDA: A NEW VISION FOR CHILD DEVELOPMENT AND EDUCATION-A Statement by the Research and Policy Committee of the Committee for Economic Development. The Committee for Economic Development is an independent research and educational organization of some 250 business leaders and educators. All CED policy recommendations must have the approval of trustees on the Research and Policy Committee. The committee is aided by a Research Advisory Board of leading social scientists and by a small permanent professional staff. The full Research and Policy Committee participates in the drafting of recommendations. One of the Vice Chairman on the Research and Policy Committee was Donna E. Shalala/Secretary-United States Department of Health and Human Services among a large list of others. This report urges the nation to develop a comprehensive and coordinated strategy of human investment, one that redefines education as a process that begins at birth and encompasses all aspects of children's early development, including their physical, social, emotional and cognitive growth. The underlying message of this report is that the profound changes in our society and economy over the past twenty years will overwhelm us unless we are willing to transform our system of human investment to ensure that every child is prepared to be a productive citizen. In the past, society's responsibility for providing educational opportunities for children started with their entry into school. But a new understanding of how children learn makes it clear (they would have us believe) that the nation can no longer afford to wait that long. The development and education of all our children from the earliest stages of their lives must be made a national priority, and throughout that process, the needs of the whole child, from conception through adolescence, must be addressed. (THE WHOLE CHILD AT CONCEPTION?) Schools are still *generally*

regarded as purely academic institutions, with little or no public recognition of the *broader social mission they are undertaking*. Our public school systems and the institutions that support them must take a new look at the mission of public education in a rapidly changing society and develop strategies that will more effectively meet the goals ***we*** are in the process of setting for the nation's children. State government should be the prime target of business involvement in policy, since most decisions on policy, practice, and funding in education and child development are made in state legislatures. This report goes on further to discuss the Curriculum of the home! Numerous studies have shown that the *attitudes* and *values* of children and teenagers are shaped more by their parents than by any other factor, including school and peers. Similarly, family life has a critical impact on educational achievement. A study by the National Governors' Association found that a negative home curriculum accounts for half the problems students can have in school, and a recent study of achievement patterns in New Jersey's schools found that students' backgrounds accounted for most of the achievement differentials from one district to the other. Parents are their children's first and most important teachers, a responsibility that does not end when children enter school. Children learn through a variety of means. The schools are generally expected to teach a knowledge-based curriculum that includes such subjects as reading, writing, mathematics, science, history, and foreign languages. This is the subject matter, which constitutes the visible curriculum. Over the years educators and society at large have determined that this curriculum provides the knowledge necessary to enable children to develop into productive adults and responsible citizens. But long before children enter school and are exposed to this knowledge-based curriculum, they are learning lessons that are likely to have a greater long-term impact on their ability to function successfully as adults, whether in the workplace, as citizens, or in their relationships with others in their families, with their peers, and in their community. These lessons are learned through the invisible curriculum that pervades the home, the community, the media, and the education system. The invisible curriculum consists of all the messages that adults send to children about what is valued and respected in the adult world. These messages are critical for shaping the character of children, their outlook on life, and their ability to interact effectively with others." The State apparently feels that "IT" can provide the "CORRECT" Early Childhood messages better than some or all parents. Reuven Feuerstein, at a two day conference, sponsored by a Massachusetts public school, for educators from around the country and the world, entitled "Motivating Success for All Learners" says "it's a matter of how you try to approach the changes you wish to produce". The central goal Mr. Feuerstein said, is to"harness the cognitive processes

which are central to the development of a human being." Mr. Feuerstein, a student of the late Swiss psychologist Jean Piaget and Andre Rey, as well as other developmental psychologists outlined what would be called his "Theory of Structural Cognitive Modifiability", the message of which is "All Children Can Learn". Another Piaget follower, Dr. Herman T. Epstein of Woods Hole, Massachusetts is anxious to get a cognitive development program started in Falmouth. Mr. Epstein is worried about the kids. He says, "We're bringing up too many kids with an absense of standards, of self-discipline, and we have to get them by ten to twelve or eighteen months." He proposes a program that would influence a child's cognitive development through learning exercises for children and parents and home visits by instructors begun with children at 18 months or even earlier.

The preceding report of CED is probably what led to the creation of a program developed jointly by the U.S. Department of Education and the U.S. Department of Health and Human Services. In 1993, "Together We Can: A Guide for Crafting a Profamily System of Education and Human Services" was produced with Richard Riley, Secretary, U.S. Department of Education and Donna Shalala, Secretary, U.S. Department of Health and Human Services. This report states "Basic to the guide is the concept of systems change. We define systems change as a revision of the ways that people and institutions, think, behave, and use their resources to affect fundamentally the types, quality, and degree of service delivery to children and families. The Study Group believes collaborative strategies are the key to systems change. Cooperation, in which partners agree to work together to meet their individual goals without substantially changing the services they provide or the rules and regulations governing their institutions, is not enough. Collaborative strategies, in which partners share a vision-establish common goals, and agree to use their power to achieve them, are necessary; commitment of resources and willingness to alter existing policies are a vital part of such strategies. Most importantly, the children and families who participate in our education and human service systems are essential to its reinvention." The problem doesn't seem to be a lack of parental involvement but rather that parents are "guilty" of giving their children values that are now deemed negative if they don't conform to those of "the system."

"Together We Can" in Falmouth was introduced as a local "grassroots" initiative that hosted a well received After Prom-All Night party, backed the proposed community pool program, etc. No one mentioned that this was a Federal Program and if carried out will create a non-elected level of local government that will not be responsible to any higher authority or

25-731 O - 96 - 3

oversight.

"Starting Points"-A Report of the Carnegie Task Force on Meeting the Needs of Young Children established in 1991, had on their Task Force as Chairman until February 1993 Richard Riley, U.S. Department of Education and others who have taken up appointments in the Clinton Administration. This report seeks to focus the importance of the first three years of life, and to describe how the nation neglects children in this age group. "Increasing the proportion of planned, low-risk births requires a national committment to making family planning services and information widely and easily available. Additionally, prompt and careful study of innovative ways of making new forms of contraception (for example, Depo-Provera, Norplant, and the "morning-after pill") more readily available must be part of this national committment. A full range of family planning services must be available so that when birth control efforts fail, access to other services is also possible. These include comprehensive prenatal services and support for every pregnant woman, and in some circumstances access to abortion and adoption services." They urge service providers in child care, health, and social services to work together by taking a family-centered approach to meeting the needs of young children and the adults who care for them. They ask them to offer staff, parents, and other caregivers opportunities to learn more about the needs of families with young children, about child development, about promoting children's health and safety.

In closing, I once again ask-what form of government are not only the people of Falmouth, but all Americans dealing with? Is this an example of a representative republic? Why are our values and parental rights to protect our children being undermined by the very people we elect and support with our hard-earned tax money?

Where did the idea for condom distribution come from? Where do any of these ideas come from? How were parents, students and educators made to feel that the ideas were original to them, that they owned them?

In this age of information, how could so few people know what I now know? That the programs and the people who drive them, are not local initiatives created by moms and dads or local educators or students-but well planned and well funded Federal programs that will soon control what we think, feel, value, and would be willing to fight to defend. Programs that cater to a welfare mentality-a value-neutral society in which parents are part of the problem because their values run counter to "The System". Programs that are in direct opposition to "The Declaration of Independence"

Which reads: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed;

Therefore, I ask you, when did we give our consent to have our unalienable rights to train up our children in the way they should go, to Federal, State and Local government initiatives?

References

Addendum-Massachusetts Board of Education

Memo from Robert V. Antonucci-Re: Faculty Opinions on Condom Availability

Health Curriculum-Falmouth High School

Changing Bodies, Changing Lives by Ruth Bell

Commentary Article-August 1993 Issue

SEICUS Report-October/November 1992

The Unfinished Agenda: A New Vision for Child Development and Education
Committee for Economic Development

Focus on Education-Taunton Daily Gazette-April 6, 1995

Boosting Cognitive Development-Falmouth Enterprise-March 9, 1995

Together We Can-U.S. Department of Education and U.S. Department of
Health and Human Services

Starting Points-Carnegie Corporation of New York

Chairman HOEKSTRA. Mr. Grantham—I always put the challenge out to the panel. This is not a problem we have with only this panel. We find this consistently, but I really appreciate your commitment that you will keep it to five.

Mr. GRANTHAM. I'll try. I'll remind you what she did represents a cut in her time.

Chairman HOEKSTRA. All right.

STATEMENT OF WARREN GRANTHAM

Mr. GRANTHAM. Mr. Chairman, Members of the committee, I would like to thank you for this opportunity to appear before you to express my feelings about the publication, Alone No More, which as you may know is published by the Minnesota Department of Education using Federal funding.

Mr. Chairman, I'm a parent of two children in the St. Paul, Minnesota School District, and as a concerned parent I've been rather active in my children's education and that also includes taking a run at the school board this past term. Just over a year ago I learned of this booklet that was published by the Minnesota Department of Education and their attempts to use it as a training manual for anyone who would be involved in the gay, lesbian and bisexual support groups that were being established throughout the school districts in St. Paul and Minneapolis.

The booklet starts off by citing a portion of the Minnesota Human Rights Act which prohibits discrimination of the usual categories, but adds sexual orientation to the list. It leads one to believe that the booklet is all about insuring the rights of people in those categories are not trampled, but upon reading the materials in this booklet it is obvious that the authors and indeed by implication, the Minnesota Department of Education, have gone much farther than merely advocating for nondiscrimination. They have crossed a very important line in my estimation and I can point out later, they may have crossed legal lines as well.

This booklet very blatantly advocates the gay and lesbian lifestyle. A critical reader will find that this book is replete with references that attempt to normalize the gay and lesbian lifestyle, while denigrating the strongly held contrary views and beliefs, religious and otherwise, of students and staff members alike.

As a parent, I cannot tell you the number of times that I have been called a homophobe even by the press members because I hold a different view and endeavor to pass on those values to my children. Many teachers in the District have also expressed to me a very strong dislike for the way things are going, yet the Board continues to ignore parents who are the only ones who can speak up without fear of reprisals from the Board, from the Superintendent or the Unions. And every time we speak, we are never heard.

In fact, it was out of this frustration, the refusal to listen that I decided to run for a seat on the Board. I was unsuccessful in my bid, but I was able to get a lot of people to listen to my message and many were able to understand perhaps for the first time, what the real issues of the school district were.

Mr. Chairman, my frustration is not only with the District. It is with the system that could allow the production of such a booklet in the first place, using taxpayer dollars. The entirety of this publi-

cation is designed to promote homosexual lifestyle as normal. In this booklet, they go out of their way to insure that students who may be confused about their orientation are embraced by those who are homosexual or lesbian. The booklet refers to the people as role models and I say this is exactly the problem. If we have kids who are unsure whether or not to use drugs, we don't push them into the hands of a crack dealer. If they're confused about whether or not to try alcohol for the first time, we don't send them to the corner liquor store for advice. Likewise, why would we push a student who is confused about sexual identity into the open arms of a person who is an avowed activist and an advocate for that lifestyle?

Mr. Chairman, this is what we're doing day in and day out. If anyone wants to dispute the notion that this is happening look at the words from the booklet itself, from a person who is credited with having written the booklet. On page 11 in the right margin there was a quote by Sharon Bishop. She says and I quote, "If we continue to presume everyone is straight, we will not become aware of our heterosexist attitudes. Wearing a 'How dare you presume I'm straight' button, I began my personal and professional coming out in support and affection for gay, lesbian and bisexual people. After two decades, this has brought me to a place of activism and advocacy."

Now Sharon Bishop is a school nurse in the Minneapolis School District. People who are part of the lifestyle have made great strides in recent years in making it seem as though parents who care for their children and want nothing but the best for them are the bad guys. We are classed as heterosexist. We're classed as homophobic and many a parent has been disarmed and have retreated from making any statements about these issues for fear of being labeled. There are but a few of us who have braved the public labeling mainly because we're self-employed or fortunate enough to be in other positions that do not require our silence.

My two children are being taught at home that sexual activity of any kind should be saved for marriage, yet there is a very different message that we get from school officials these days and frankly, it is getting more and more difficult to justify keeping my kids in the public schools when we're facing such a bankruptcy of values in the classroom.

Thank you.

[The prepared statement of Mr. Grantham follows:]

STATEMENT OF WARREN D. GRANTHAM

Mr. Chairman, Members of the committee, I would like to thank you for this opportunity to appear before you to express my feelings about the publication *Alone No More* which, as you may know, was published by the Minnesota Department of Education, using Federal funding.

Mr. Chairman, I am a parent of two children in the St. Paul, MN school district and as a concerned parent, I have been rather active in my children's education. I have served in many capacities ranging from President of the PTA to participant in focus groups. In addition, I recently ran for a seat on the board of education. I have been very intimately involved in the education system and have been delighted to volunteer my time to help improve that system.

Just over a year ago, I learned of this booklet that was published by the Minnesota Department of Education and their attempts to use it as a training manual for anyone who would be involved in the Gay, Lesbian, and Bisexual Support groups that were being established at several of the high schools in St. Paul and Minneapolis.

The booklet starts off by citing a portion of the Minnesota Human Rights Act, which prohibits discrimination of the usual categories, but adds sexual orientation to the list. It leads one to believe that the booklet is all about ensuring that the rights of people in those categories are not trampled. But upon reading the materials in this booklet, it is obvious that the authors, and indeed by implication, the Minnesota Department of Education have gone much further than merely advocating for non-discrimination. They have crossed a very important line in my estimation and perhaps, as I shall point out later, they may have crossed a legal line as well. The booklet very blatantly advocates the gay and lesbian lifestyle. A critical reader will find that this booklet is replete with references that attempt to "romanticize" the gay and lesbian lifestyle while denigrating the strongly held contrary views and beliefs, religious and otherwise, of students and staff members alike. For instance, on page 10 of this manual, in the section called Setting the Climate, it states that the person who is willing to be an advocate for gay and lesbian students should "Begin to recognize and observe heterosexism and homophobia in oneself and others. Note any similarities between heterosexism and sexism or perhaps racism." Of course equating this behavior with racism evokes a different response in me, which I am afraid is not the subject of this hearing. As a parent I cannot tell you the number of times that I have been called a homophobe, even in the press, because I hold a different view and endeavor to pass on these values to my children. I was told by one teacher that the liaison for gay, lesbian and bisexual support groups said in an open meeting that either people could learn to get with the program of advocating for this lifestyle or find another profession. Many teachers in the district have expressed to me a strong dislike for the way things are going, yet the board continues to ignore us parents, who are the only ones who can speak up without fear of reprisals from the board, the superintendent, or the unions. And every time we speak, they never listen.

In fact, it was out of the frustration of their refusal to listen to parents that I decided to run for a seat on the board. I was unsuccessful in my bid but I was able to get a lot of people to listen to my message and many were able to understand perhaps for the first time, what the real issues of the school district were.

Mr. Chairman, my frustration is not only with the district, it is with the system that could allow the production of such a booklet in the first place, using taxpayer dollars. And then to add insult to injury, they even included in the back of the booklet, the part of the Minnesota Human Rights Act that expresly states, and I quote, "Nothing in this chapter shall be construed to:

(1) mean the State of Minnesota condones homosexuality or bisexuality or any equivalent lifestyle;

(2) authorize or permit the promotion of homosexuality or bisexuality in education institutions or require the teaching in education institutions of homosexuality or bisexuality as an acceptable lifestyle."

The entirety of this publication is designed to promote that lifestyle as normal. In this booklet, they go out of their way to ensure that students who may be confused about their orientation are embraced by those who are homosexual or lesbian. This booklet refers to these people as role models. I say that is exactly the problem. If we have kids who are unsure whether or not to use drugs, we don't push them into the waiting arms of a crack dealer. If they are confused about whether or not to try alcohol for the first time, we don't send them to the corner liquor store to ask for advice. Likewise, why should we push a student who is confused about sexual identity into the open arms of a person who is an avowed activist and an advocate for the lifestyle? Mr. Chairman, this is what we are doing day in and day out. If anyone wants to dispute the notion that this is happening, look at the words from this booklet, from a person who is credited with having written this booklet. On page 11 in the right margin, there is a quote by Sharon Bishop. She says "If we continue to presume everyone is straight, we will not become aware of our heterosexist attitude. Wearing a 'HOW DARE YOU PRESUME I AM STRAIGHT' button. I began my personal and professional coming out in support and affection for gay, lesbian and bisexual people. After two decades, this has brought me to a place of activism and advocacy." Sharon Bishop is a school nurse in the Minneapolis public schools.

People who are a part of this lifestyle have made great strides in recent years in making it seem as though parents who care for their children and want nothing but the best for them, are the bad guys. We are classed as heterosexist and homophobic and many a parent has been disarmed and retreated from making any statement about these issues at all for fear of being labeled. There are a few of us who have braved the public labeling, mainly because we are self-employed, or fortunate enough to be in other positions that do not require our silence. My two children are being taught at home that sexual activity of any kind should be saved for mar-

BEST COPY AVAILABLE

riage. Yet there is a very different message that they get from school officials these days. And frankly, it is getting more and more difficult to justify keeping my kids in the public schools when we are facing such a bankruptcy of values in the classroom.

Apparently the state agrees that having such a booklet in circulation is at the very least a violation of trust and perhaps even the law because there are no copies to be found any place. In fact, if you were to call the state, it is difficult to find anyone who will even acknowledge that it ever existed.

It is a tremendously difficult job trying to keep the schools safe for the minds of our children because everywhere we turn, there are other problems to face.

I, and other families like mine salute your valiant efforts and welcome any help that you can lend to ensure that booklets like this cannot be printed with Federal dollars as this one was. Please continue the work that you have begun in ensuring that control of our schools is given back to the most local levels of government because it is very apparent that the state bureaucracy, at least in Minnesota, has been compromised.

Chairman HOEKSTRA. Thank you. Ms. Griffith?

STATEMENT OF MARY A. GRIFFITH

Ms. GRIFFITH. Mr. Chairman, thank you for allowing me to address your subcommittee today and Mr. Sawyer, thank you for inviting me.

My name is Mary Griffith. I am the mother of four children, Joy, Ed, Bobby and Nancy. We raised our children in the Christian faith from birth and taught to them be first moral, honest and caring people of good will. Bobby was our third boy. He was 16 when my husband and I became aware that he was gay. There was no doubt in my mind that God could and would cure homosexuality through prayers and counseling. We feared that if our son was not cured or resocialized, Bobby's name would be blotted out of the book of life. According to the Book of Revelations 3:5 and because of that Revelations 20:15 said Bobby would be cast into a lake of fire. Bobby was a talented artist and writer. He was always helping others. He worked with mentally retarded people at a group home and he volunteered at an animal shelter. He was a Boy Scout and active in Sunday School. He wanted to join the military. He was willing to give his life to keep America and her citizens free to enjoy the fruits of life, liberty, justice and the pursuit of happiness, to give his life for the basic human rights that he was denied. He was a good person but he was told that he was bad. Because of this he was filled with guilt and confusion. He wrote about these feelings in his diary which he kept every day. He wrote that he was in terrible pain, lonely and afraid. He was teased at school. He had no one to talk to. I didn't know until it was too late. In 1981, he dropped out of school two months before his graduation. In August of 1983, Bobby jumped from the freeway overpass into the path of an 18-wheel semi. He was killed instantly. God had not cured our son. Why? Because Bobby was created in God's image. There was nothing to cure. Our family was very ignorant and Bobby as well. Our source of information was kept very narrow and confined to one train of thought. Homosexuality must be cured because it is evil.

As parents, my husband and I had no objective information or help. We were alone too. We were told it was our fault and we believed it. Seeds of fear are planted in the minds of ignorance. From then on, ignorance listens and believes without question the demor-

alizing and dehumanizing slander spread about our children. This rhetoric destroyed our son's life and countless children today.

I have learned all too well that hell has no fury like that of ignorance and fear. Special interest groups use them to promote prejudice, discrimination, rejection and violence against our children. Suicide is the ultimate form of censorship. Daily, our children are being accused, judged, convicted and sentenced to a life of spiritual poverty, degradation of self-esteem and personal worth, an epidemic of violence and suicide against our children is the ultimate result, all because of hearsay, ugly rumors, half truths and outright lies.

As for Bobby, his needs were those of most Americans. Bobby needed an education free of the nagging fear that his difference would be discovered. He needed to be respected and valued by his family and his community. He needed companionship, someone to grow old with, to love and be loved by, to share the joys and sorrows of life with, to share family with, to worship God with, to pray with. These are universal values. No one should be excluded from this pursuit of happiness. Everyone should have an equal opportunity to learn and live by these values including our son, Bobby.

Thank you very much. Mr. Chairman, on behalf of my family and Bobby, I extend heartfelt gratitude to each of you for this opportunity to be heard and for your time.

[The prepared statement of Ms. Griffith follows:]

STATEMENT OF MARY A. GRIFFITH

Mr. Chairman, thank you for allowing me to address your subcommittee today. My name is Mary Griffith. I am the mother of four children: Joy, Ed, Bobby and Nancy. We raised our children in the Christian faith from birth, and taught them first to be moral, honest and caring people of good will.

Bobby, our third born, was 16 when my husband and I became aware that he was gay. There was no doubt in my mind that God could and would cure homosexuality, through prayers and counseling. We feared that, if our son was not cured and/or re-socialized, Bobby's name would be blotted out of the Book of Life according to the Book of Revelations 3:5. And because of that, Revelations 20:15 said Bobby would be cast into a lake of fire.

Bobby was a talented artist and writer. He was always helping others. He worked with mentally retarded people at a group home, and he volunteered at an animal shelter. He was a Boy Scout and active in Sunday School. He wanted to join the military. He was willing to give his life to keep America and her citizens free to enjoy the fruits of life, liberty and justice, and the pursuit of happiness. To give his life for the basic human rights that he was denied.

He was a good person, but he was told that he was bad. Because of this, he was filled with guilt and confusion. He wrote about these feelings in his diary, which he kept every day. He wrote that he was in terrible pain, lonely and afraid. He was teased at school. He had no one to talk to.

I didn't know until it was too late. In 1981, he dropped out of school two months before his graduation. In August of 1983, Bobby jumped from a freeway overpass into the path of an 18-wheel semi.

God had not cured our son. Why? Because Bobby was created in God's image. There was nothing to cure.

Our family was very ignorant, and Bobby as well. Our source of information was kept very narrow, and confined to one train of thought: homosexuality must be cured, because it is evil. As a parent my husband and I had no objective information or help. We felt alone, too. We were told it was our fault, and we believed it.

Seeds of fear are planted in the mind of ignorance. From then on, ignorance listens, and believes without question the demoralizing and dehumanizing slander spread about our children. This rhetoric destroyed our son's life, and countless children today. I have learned all too well that hell has no fury like that of ignorance and fear. Special interest groups use them to promote prejudice, discrimination, rejection, and violence against our children.

Suicide is the ultimate form of censorship. Daily, our children are being accused, judged, convicted and sentenced to a life of spiritual poverty, degradation of self-esteem and personal worth. An epidemic of violence and suicide among our children is the ultimate result. All because of hearsay, ugly rumors, half-truths and outright lies.

As for Bobby, his needs were those of most Americans. Bobby needed an education free of the nagging fear that his difference would be discovered. He needed to be respected and valued by his family, and his community. He needed companionship, someone to grow old with, to love and be loved by, to share the joys and sorrows of life with, to share family with, to worship God with, to pray with.

These are universal values. No one should be excluded from this pursuit of happiness. Everyone should have an equal opportunity to learn and live by these values. Including children like son Bobby.

Mr. Chairman, on behalf of my family and Bobby, I extend heartfelt gratitude to each of you for this opportunity to be heard, and for your time.

Thank you.

Chairman HOEKSTRA. Thank you very much. The objectives, as we're going through this, is to talk about and wrestle with the issues of—I'll live by my five minutes too. Is to talk about the parents and values.

The question I have is yesterday, as Dr. Bennett, and as Pann talked about, they talked about the importance of maintaining that trust and that relationship between parents in the schools and those types of things.

What types of things are you involved in today as a result of this process where you believe the trust has broken down between the schools and the parents? I think you were all involved in some kind of legal action or whatever, some kind of activity to actually get your input in.

Does anybody want to address that?

Ms. MARTINEZ. One of the things I've done ever since the incident with my daughter is try to stay abreast of what the teachers are teaching and what the curriculum is involved with. I try to screen my children's teachers and insure as much as I possibly can that they have at least some of the traditional values that I believe in and an emphasis on education as opposed to some of the other things that are coming into the schools.

In addition, Senator Grassley had put forth an amendment to Goals 2000, I believe last June, and based on that law, I've written a letter to the school requesting that my children not be given psychological exams, sex education and a whole list of things without my express written consent so that at least I should be, if they follow the rules, should be advised of anything that's coming up of a controversial nature in the future.

Other than that, it's very difficult. The schools, at least my experience, the schools don't want your involvement. They say they do, but they want you to work on fundraisers and things like that, but when you volunteer for committees where you could have an input like the AIDS Task Force or other things, they really don't want your input.

We did a petition in our town over the formation of a middle school. We have our fifth graders in with eighth graders. Four hundred parents signed a petition that did not want that and we went to the meetings and basically the school committee did what they wanted to anyway. We came up with three alternatives that they could have chosen from that we would have found acceptable to accommodate the school crowding issue in our town and they just re-

fused to do it. I find that they really don't want—they give lip service to parents.

Chairman HOEKSTRA. So what avenues do you have when you have a school that doesn't want to listen?

Ms. MARTINEZ. I had to say it, but legal recourse is always an availability or an option to parents which is what some of the parents in Chelmsford have done. They had gone through the route to try to get this remedied in another way and it hasn't occurred. Unfortunately, some of you may know, Massachusetts is the bastion of liberality and in the courts the parents have lost even at the Federal appeals level.

It's interesting, a Federal judge, I have his quote here somewhere exactly, he basically states that parents run the risk of having their children exposed to values and things that they find offensive just by the nature of them being in the public schools and I find that a problem.

I would love to see a voucher program with no strings attached where I could then have the choice of where to send my child to school, but right now we don't have that.

Chairman HOEKSTRA. Anybody else like to address that?

Mr. GRANTHAM. One of the ways I have begun working on this is being on a task force for choice in education which is getting behind the Governor of Minnesota's voucher program that he has recently unveiled and I see that voucher system without strings attached is probably my best hope. It's the opportunity, if nothing more to make a statement to the current status quo folks that I'm tired of it and I'm not going to be a party to it any more.

Chairman HOEKSTRA. Thank you. Mr. Sawyer?

Mr. SAWYER. Thank you, Mr. Chairman. I'm not sure that I have—I do have one question that I want to ask, but I'd like to make a couple of observations, if I could. First of all, I want to thank all of our witnesses for what in virtually every case represents heartfelt contributions to this discussion. This has been a constructive dialogue that we've had this morning. I hope it continues.

I have seen that videotape. I guess my reaction to it was this, that the parent-teacher organization that went out and I gather used money available to it to hire this person, I hope had the best motive in mind and that is to make sure that kids were aware of the dangers and the risks of unsafe sexual activity.

But I have to tell you that I like to think if I were a teacher, I would have done what you have described several of those teachers having done, if I were a student that I would have risked the detention to have expressed myself by leaving an assembly that I think was probably for at least some of the kids an insult to their intelligence and their integrity.

Having said that, I hope you would not regret the availability of legal recourse in dealing with some of these questions. I'm particularly impressed in what Ms. Maclone and Mr. Grantham have done in terms of using the political processes available at the local level at the most coherent level to first of all use the forums of school governance and if that didn't satisfy you to use the ballot to pursue one of the toughest jobs in American governance, a position on the school board, to put the question of condom distribution before the

electorate and to challenge those members who voted for it and even if the result does not come out as you would have wished, I hope that you will take some comfort in having contributed to that dialogue.

Ms. Griffith, you just have our deepest sympathy and at least I hope for most of us the genuine admiration in your being able to share a compelling message about your experience that you and Bobby and your husband underwent.

My question is this, what would you have us do? We sit here at enormous distance from the place at which I hope you would most want to see these decisions made and while we want to nurture sound decision making, we do not want to be prescriptive or prohibitive or even necessarily proactive in the specifics of curriculum. We want to make sure that your kids have the fullest range of opportunity to benefit from the best that our schools and our communities have to offer in ways that recognize their needs.

Can any of you just briefly, if we could just go down the line, tell us what you would have us do at this level of government, without violating the kinds of restrictions that we've consciously placed on ourselves in order to make sure that local communities have the strongest say.

Ms. MARTINEZ. I feel that the Parental Rights and Responsibility Act that's being considered is a step in the right direction because it would be you people stating yes, parents do have that primary responsibility and it would give us, as parents, I think a feeling of assurance that you're with us because it's gotten so skewed the other way that the schools have taken over the role of parents and we have no way to get it back.

Mr. SAWYER. I don't get the sense that has been done as a product of anything that has been done here, but I can appreciate that perception.

Ms. Maclone?

Ms. MACLONE. Well, basically what I found, you ask what we've done——

Mr. SAWYER. No, no. I asked what would you have us do——

Ms. MACLONE. I know, but this goes with the answer. Before you asked what have we done and I was just going to quickly say——

Mr. SAWYER. No, no. I'm aware of what you have done. That's the reason I was complimenting you on what you have done. You're going to run me out of time.

Ms. MACLONE. Okay, anyway, what I was going to say was I found that a lot of these programs are coming from here and I would hope and pray that you wouldn't send us any more programs.

Mr. SAWYER. I don't know that the decision that was made in Massachusetts by Governor Weld and we asked if he would be interested in coming and testifying——

Ms. MACLONE. Exactly.

Mr. SAWYER. These are decisions that were made at the State level.

Mr. Grantham?

Mr. GRANTHAM. Thank you. Obviously, the booklet that I have come here to talk about is printed through the State, but it is done with Federal funding. I think in this case you'd have a whole lot

fewer upset parents had Federal moneys not been available for this.

I wouldn't be sitting here now if DHHS had not sent the money to Minnesota to do this under the guise of AIDS prevention and I find it absolutely horrible.

Mr. SAWYER. Mr. Grantham, this is the documentation of the process through with the Center for Disease Control went in reviewing the proposal that came to them from the State of Massachusetts for this voluntary program. I don't know how much more we can stay out of the business of Minnesota——

Mr. GRANTHAM. I'd say if you reduce it to one or two sheets that would probably be a good start.

Mr. SAWYER. These are processes that protect parent rights, protect local communities, rather than impose our requirements.

Chairman HOEKSTRA. I was going to say we're going to move on.

Mr. SAWYER. I'm sorry for that, Mr. Chairman, we've—thank you.

Chairman HOEKSTRA. We've held them to five. I kept to four. If it's all right, I'd like to welcome a couple of other Members from the full committee who are here sitting in on the subcommittee today. I understand that they may have some questions and I'd like to extend the opportunity to to have them ask questions of the panel. And so at that we'll go to Mr. Gunderson.

Mr. GUNDERSON. Thank you very much, Mr. Chairman, and let me echo Mr. Sawyer's remarks and welcome all of you and complimenting you for your very sincere statements.

It may be no consolation to you, Ms. Griffith, but on Saturday I'm going to give the eulogy at a friend's funeral who died of AIDS and the last words he told his pastor was "God loves me and I love God." I think as I listen to the three of you I am struck, excuse me, the four of you, somehow or another we need to change the environment in this country so that on the one hand, Mr. Grantham, you're not accused of prejudice and homophobia and on the other hand Ms. Griffith, your son does not choose suicide over the bigotry and the hatred that he was forced to live with.

I guess my question to all four of you is how do we bring the people of this country together? How can we reduce the emotion and the rhetoric so that we can start dealing with all of these kids as God's kids?

Ms. GRIFFITH. If I could speak, I believe first of all we all have to believe we all are God's kids and not just a select few from the day we're brought into this earth, just as we are.

Mr. GRANTHAM. It's my sense that the parents that I've talked to and have communed with and fellowshipped with in church and other places out on the campaign trail, my feeling is that I would like to be left alone. I'd like to have a place to send my kids for education, education only. When they come home and have been indoctrinated with all these myriad of things that go contrary to my religious views, I get angry. I'd like to be left alone and just say okay, here's the book, reading, writing, arithmetic, calculus, what have you, just give it to us as we demand it and leave the rest of it alone.

Ms. MACLONE. I believe we already have that. We have a Constitution and that Constitution gave a Judeo-Christian heartfelt

feeling to love each other and I don't know why we need to keep changing everything.

Our Founding Fathers gave us something to work with. Why are we changing it?

Ms. MARTINEZ. You talked about changing society and I don't think that's the role of the Federal Government, to change the attitude and beliefs of a people. I think that has to occur in individual hearts.

I don't teach my children to hate anyone based on their race or based on their color or based on anything. I teach my children to defend other children when they're being taunted. Children face more than prejudice over what their orientation is in school. Young children face being overweight, being slow, being too athletic, being too artistic. Children are cruel and it's up to the parents, I believe, to teach those kinds of values to their children. I don't believe it's the job of the school to be inculcating those kinds of values into our children to say that you have to accept a particular value as a parent because the State has stated that you must, as in Massachusetts.

I don't think you can eradicate by legislation. It has to be a change of heart.

Mr. GUNDERSON. I think we have to find a compromise here, because if I understand correctly we had a referenda in Massachusetts, in your city, on this issue. We had a parents-teacher organization that for right or for wrong chose the AIDS education program. I don't think either of you are suggesting the Federal Government ought to start establishing curricula per se or what happens in that local school. What you would like is some kind of parental rights, notification and parental rights. Is that correct?

Ms. MARTINEZ. Absolutely.

Mr. GUNDERSON. We have that in Wisconsin. All of the AIDS education, sex education programs includes in my district that I know of, they have that ability, the parents do, to opt out per se.

Mr. Grantham, if I understand this Alone No More, this was not for students, this was for teachers?

Mr. GRANTHAM. It was teachers, administrators and for anyone else involved in the gay, lesbian and bisexual support groups.

Mr. GUNDERSON. Not for students?

Mr. GRANTHAM. Not for students. It's not written for students.

Mr. GUNDERSON. Okay, I just wanted to make sure. Thank you, Mr. Chairman.

Chairman HOEKSTRA. Thank you, Mr. Fattah?

Mr. FATTAH. Thank you, Mr. Chairman, and let me also thank all of our guests today. Really, my first question is to Sandy Martinez. You have indicated in your testimony that in the first instance that you had problems with the fact that there was going to be birth control provided for one of your teenage daughters without your knowledge.

Ms. MARTINEZ. Yes.

Mr. FATTAH. And you also quite candidly indicate that this teenager did, in fact, become pregnant.

Ms. MARTINEZ. Uh-huh.

Mr. FATTAH. This is a concern of many of our Nation's leading figures. We talk a lot about teenage pregnancy and what we ought

to be doing about it. Beyond the point of the fact that you think there should be parental notification, what else, given your experiences with this issue do you think that we can be doing in terms of, if you oppose, for instance, birth control or condom distribution and so forth and so on, what can we do, given the fact that the government is not a parent, and is not intimately involved in the lives of these children, to deal with this issue?

Ms. MARTINEZ. If I had known I would be addressing that particular topic, I would have brought with me some of the studies that I've researched on chastity education or abstinence education, however you want to call it, but I know that there have been studies done when a true abstinence curriculum has been introduced into a school district, teen pregnancy rates go down significantly and I think that by promoting the type of education that gives children refusal skills, making it an available option to parents so that they could subscribe into it or opt into it, would go a long way into giving parents what they want and still meeting that stated need that administrators seem to feel they need to be giving children this kind of education.

Mr. FATTAH. I don't want there to be any confusion, this is part of your written testimony?

Ms. MARTINEZ. Yes.

Mr. FATTAH. Let me note, I don't know if it was part of your oral presentation.

Ms. MARTINEZ. It was not.

Mr. FATTAH. I just didn't pull it out of a hat.

Ms. MARTINEZ. No, no, no.

Mr. FATTAH. This is part of information you provided.

Ms. MARTINEZ. It's part of the testimony. I was told I only had five minutes and I couldn't give the whole 2,700 words. I have no, I'm not ashamed of the fact of what happened with my daughter. I believe she learned a valuable experience in it and today she's 27 years old and she would like to counsel young girls about avoiding premarital intercourse.

Mr. FATTAH. The point I want to get at is assuming that some young people may, in fact, not be able to adopt the position or refuse to, of abstinence, in condoms and birth control and other kinds of—birth control pills are something that you don't believe that schools should be involved in.

Ms. MARTINEZ. Right.

Mr. FATTAH. What is it, do you see any role, whatsoever for the larger society to be involved in in trying to prevent teenagers from becoming pregnant as teenagers?

Ms. MARTINEZ. I go back again to my statement that if we had true abstinence education, the problem would be much less significant than it is, number one. Number two, I really believe that we need to teach our children responsibility. Should children choose to engage in, and this is what I shared with that guidance counselor, if a child chooses to engage in that kind of behavior, they need to take the responsibility for their behavior. If it's a boy, he needs to go out, perhaps, and buy those particular condoms that he's going to use and take the responsibility to prevent that unwanted pregnancy. The problem I have with the school taking over that role is number one, they don't know my child's medical history. In my

family, there's a high incidence of breast cancer. When I was on the birth control pill in my early marriage, I had severe migraine headache and I was told it was an adverse reaction to the pill. It's probably hereditary. I don't think schools need to be making those kinds of decisions for my child.

Mr. FATTAH. Thank you, Mr. Chairman.

Chairman HOEKSTRA. Mr. McKeon?

Mr. MCKEON. Thank you, Mr. Chairman. I appreciate you all being here and the testimonies that you've given. I spent nine years on a school board and Ms. Maclone, the story that you relate of a large number of people showing up, petitions and so forth asking the school board to do a certain thing and then seeing a vote that goes totally opposite to that is hard for me to understand.

How large is the community that the Falmouth, how do you pronounce that?

Ms. MACLONE. Falmouth.

Mr. MCKEON. Falmouth?

Ms. MACLONE. Yes.

Mr. MCKEON. I'm from California. How large is that community?

Ms. MACLONE. At the time this went in place, there was a year round population of approximately 27,000 people and we had less than 5,000 students in the schools. It's a small town.

Mr. MCKEON. And yet you had 3,000 people, over 3,000 people that signed the petition opposing this and the school board still went the other way?

Ms. MACLONE. Yes.

Mr. MCKEON. This really bothers me because one of the reasons I came to Congress was I was concerned with the Federal Government doing things to us and the State government doing things to us and I wanted local control and this scares me because it looks like—have you done anything since then? Mr. Grantham ran for the school board.

Ms. MACLONE. I ran for school board as well. I lost by 250 votes. My husband ran for school board and he lost.

Mr. MCKEON. I can't imagine not being able to make a change on that school board when you have that many people?

Ms. MACLONE. Would you like to come to Falmouth?

Mr. MCKEON. I don't think so.

Ms. MACLONE. Would you like to tell them? This is why we had to do what we had to do because we don't understand why our form of government that we thought we had did not represent us, the way that we thought it would. And that's our question. It's happening in our local towns and we wonder, you know, and it's happening a lot of different places as well.

Mr. MCKEON. My philosophy is the government closest to the people is the most responsive to the people. This doesn't seem to be the case. However, when you run and try to make a change——

Ms. MACLONE. Well, we found during some investigation and research and I've done a lot of that in the past four years, the program that was supposedly brought to the school by the students was in actuality brought to the administrators and faculty and staff by Southeastern Massachusetts Health Care and the Department of Education from the State of Massachusetts. They had brought that program to the administration and staff under the

guise of HIV/AIDS for mandatory training before it was brought to the public, but it was made to look like a public——

Mr. MCKEON. My time is running out. Let me ask you if you could each respond very quickly to this. We have right now an option in most areas to pull your children out of these programs. Would you favor a change to where you have to be proactive to have your children attend the programs? In other words, opt in rather than opt out? How would you each react to that?

Mr. GRANTHAM. That is the direction Minnesota is going. Parents in the State are going in that direction. We do opt out, but I would rather have the opt in or something similar to that.

Ms. MACLONE. We went for that and we asked for in our Supreme Court litigation and we were told that we didn't have that right, that we would not opt out. The Supreme Court of Massachusetts told us that.

Mr. MCKEON. You don't have that right to opt out or opt in?

Ms. MACLONE. We don't have that right.

Mr. MCKEON. No, I wouldn't want to come to Falmouth. Thank you very much. Thank you.

Mr. Martinez?

Mr. MARTINEZ. Thank you, Mr. Chairman. Listening to you, I understand your frustrations and especially Ms. Maclone's. You lost by 250 votes? What was the total number of votes?

Ms. MACLONE. I think it was a little over 3,000, 2,500 something. I'm not real exact on it.

Mr. MARTINEZ. Were several seats open?

Ms. MACLONE. There were three seats open.

Mr. MARTINEZ. And the top three vote getters got it?

Ms. MACLONE. Excuse me? I didn't understand what you said.

Mr. MARTINEZ. If there were three seats open, then there's five people running, let's say. The top three vote getters, the one that gets——

Ms. MACLONE. I came in fourth.

Mr. MARTINEZ. You came in fourth. Did you get a chance to express your views across the electorate?

Ms. MACLONE. I have somewhat. I'm not allowed to speak in places.

Mr. MARTINEZ. You see, the problem we have is in our form of democracy is majority rules. The majority of people who vote for the candidate who expresses his views, that's the one who gets elected. If the majority of people wanted that kind of a program, then that's what the Board is going to reflect when it votes, and of course, many of those local, like Buck was talking a minute ago, the local elected officials are the most responsive to the community. Normally that might be true, but it isn't always. The preservation to be reelected is just there as greatly as it does anyplace else. So they're going to vote what they think the majority of people want as expressed by the majority of people. So it's the ones who express by going to the polls who are the ones who win. I'll tell you what, my daughter was frustrated by the school board in Richard Garvey School District in Rosemead, California and by the attitude of the school board members there, and they were not good, and I would agree with her. She decided to challenge and she walked door to door and went to every door and told people what she was about

and she got elected. She's now in the State Assembly, but she was able to change the policy of the board. We have a tendency to blame the Federal Government for everything and Mr. Grantham was talking about, I believe you said the funds come from here. Yes, they do come from here, but explicitly in all of our laws it prevents us from dictating curriculum or programs. That's a local decision to be made. Local school boards are really supposed to be autonomous from the Federal Government, but if you do accept Federal money there is some responsibility on how you spend that money and I think that's where we might fall down because of how that money is exactly spent. But there's a deeper problem that's going to be hard to correct and that is in some areas, believe it or not, if certain kinds of people, say even homosexuals, are disliked by the majority of the people there, they're not going to be allowed to go to school. They're not going to be allowed to do anything and that's not right either. They have a right to live and exist. Their preference is debatable, but I think their preference is something that's inherent and not something that they develop because they like the lifestyle like so many people like to believe. But the problem is that in our society we have to have room for everybody without offending everything else and that's the key, how do we do that. I can remember one of the reasons I ran for city council was because I didn't like the way the city council was doing things. I thought my way was better. Well, I was able to get elected to try to express that position and I found out I had to compromise, that there were more people's views that were popular with another segment of society than the one that I was concerned about. So you make those compromises. It exists all the way here to the Federal Government.

So where we want to do it all our own way, we have to understand as we move with these things, that somebody else's views have to be taken into consideration too, not just yours, and it's very frustrating. I feel especially sorry for you, Ms. Griffith, and your loss. I have five children and I have 16 grandchildren and two great grandchildren and I know that the loss of any one of those would hit me like a brick right between the eyes and we would suffer greatly for it. That's a loss that nobody can make up for, but the tragedy is, as someone said earlier, people—and especially young people in school are oftentimes very cruel and make life intolerable for other young students. If the school wants to teach their teachers sensitivity to all of those situations, I don't think that's such a bad idea.

One thing I would say is you've got to go back and try to convince your school board that they ought to send home written notices of a class like that and decide, like Ms. Martinez said, if you want your child to go to that class or not, you ought to be able to have at least that right to decide. I know that in our area that's what they do. If they're going to have something like that, they send permission slips home and the parents who want to send their kids, feel their kids should be educated about those things give there permission. One thing I do agree with you about, Ms. Martinez, is that no individual teacher or no individual counselor should take it upon him or herself to accept the role of the parent in suggesting some mode of action or behavior for an individual

without consulting those parents. I feel your frustration, but you understand we have great frustrations too. Here again, like I said, the majority rules and there are different opinions out there.

Mr. Grantham, you want to say something?

Mr. GRANTHAM. I was kind of moved by your statement that sensitivity training, there should be sensitivity training, but when a teacher or a student has a different view, a different view, a different belief, why should they be made to feel less than human. That's what's happening out there. Every time I go in to speak to the issue I am immediately bombarded with people that call me these names. I can't even face my own kids at the schools when they do that. Why should my views be less than those which are trying to be pushed in the schools? That's my frustration. Let's give an equal footing, if anything else.

Mr. MARTINEZ. I agree with you. The one thing that too many of us lack is tolerance for somebody else's differences.

Chairman HOEKSTRA. Thank you. Dr. Weldon?

Mr. WELDON. Thank you, Mr. Chairman, and I would also like to echo the sentiments of several of the other Members on the committee, thanking all of you for coming and testifying. I know that I have a lot of personal background and interest in this area and that prior to coming here, I did practice medicine and indeed, I did practice in infectious disease for a long time. The only doctor in the country treating AIDS was the doctor I was teamed up with in my medical career. I personally have been signing the death certificates for years on many of these people dying of AIDS and I personally feel very strongly that the sexual revolution of the 1960s was a big hoax or fraud on the American people and that we were all told that promiscuous sexual activity is okay. I've seen the consequences of that and venereal disease, infertility in women who have been scarred from the consequences of venereal disease.

We're getting really far afield, I think, in a lot of the dialogue here today and for me I thought the focus of our hearing was really a good one and that is how do parents reclaim the primary role as teachers of values and the dispute is really over what is virtue as opposed to values. There are some people who respect and believe that a teaching of homosexuality as being an acceptable lifestyle is virtuous and some people believe that is not the case and part of the problem, as I see it, is we have a one size fits all educational system in this country and that we do not have a real marketplace. Now that's not entirely true, as I said. We have a marketplace, but the only people who can go out into the marketplace and select the educational environment of their preference for their children are the people who either have the money to do it or who have the willingness to make the personal sacrifices necessary and I want to say that I have seen a lot of low income minority people sacrifice dearly to send their children to a school where they can get the kind of education that they want and my question to any of you who wish to answer this, can we really resolve this through public educational system? I know that the parents in many of the school districts in my congressional districts are up in arms over some of the content in the educational material that they find very, very objectionable. And yet, they don't have the resources to go out of the public system. They're financially forced into the public system.

I know I had a bill that I introduced earlier in the year to set up a demonstration project for low income families to go out into the marketplace and select an educational environment for their children and if any of you would like to comment on that, if you think that is a potential way to resolve some of our differences or we can actually work through this somehow within the government-run system.

Ms. MARTINEZ. I think that you could perhaps resolve it in the public school arena if the programs that are questionable were offered, let's say, as an extracurricular after school activity that parents signed their children into, but then the school day would be concentrated and focused on educational issues: math, science, history, reading. We hear an awful lot about Goals 2000 and the need to become world class students and all of these things, and yet, they have children being taken out of class to given them psychological evaluations and testing and all these other things.

A voucher system would be ideal. If the parents truly have the choice. Massachusetts just passed Educational Reform where we have now State funded charter schools. Again, the parents have no say over the content, that will be Board of Directors and all, but there is no such opportunity for parents who want to send their children to say a private Christian school or a Hebrew school or a school that just taught valueless education, not valueless, but a traditional core curriculum such as E.D. Hirsch's school. There are two of them in Massachusetts where they have a real core knowledge where the children are learning academic excellence.

I don't think we need to be inculcating values in the classrooms, day in and day out in every subject which is what's begun to happen.

Chairman HOEKSTRA. Thank you. Ms. Woolsey?

Ms. WOOLSEY. Thank you, Mr. Chairman. Thank you for letting me be here since I am not a Member of this subcommittee. But, I am a very interested Member and I am a Member of the full committee.

I want to go a little further on this discussion of democracy. Ms. Maclone and Mr. Grantham, I understand that both of you ran for city councils or school boards and lost your elections. I believe that there was a referendum election against condoms in your district, Ms. Maclone, that I think you were the leader of.

Ms. MACLONE. I am not a leader of anything.

Ms. WOOLSEY. Well, I think so. And you didn't win your elections. The referendum lost, the majority of the people spoke.

Ms. MACLONE. I think the majority of the people——

Ms. WOOLSEY. Excuse me, let me finish and then I'll ask my question. What I really want to know is why do you think that your views should override the views of the majority? I want to know that. I want to know why you don't believe that our kids can learn, and learn to have choices and learn to make decisions based on their education, as well as on your family values. I don't know why you don't trust your kids to learn all kinds of viewpoints and come out more whole for the experience.

Ms. MACLONE. First, I'd like to say one thing. The majority had spoken before a referendum was taken and the majority was ignored. That majority——

Ms. WOOLSEY. Excuse me, ma'am. I'd like to reclaim my time. I think you said 300 people came to the school board?

Ms. MACLONE. Excuse me, the petitions that were handed to the school board represented 3,022 residents of the Town of Falmouth, plus 98 signatures of the high school students. That was over 3,100 people that had spoken before a referendum was taken, and I might add that this was not a mandate. This was a consideration so it was something that we had considered and said no, we don't want.

Ms. WOOLSEY. Right, but that was 3,000 out of a population of 27,000. The referendum was——

Ms. MACLONE. These were parents with their concerns.

Ms. WOOLSEY. Everybody's tax money goes to education, not just the parents.

Ms. MACLONE. I know that.

Ms. WOOLSEY. I'm a parent of four and I have a gay son and I just think how fortunate our family is that we were living in an enlightened school district. I live in Petaluma, California. Just last week, well no, last month, a 15 year old jumped off the Golden Gate Bridge because he was being harassed in the same school that my son went to.

Now I want to tell you we have not come very far when we're not willing to talk about sensitive issues so that all kids can learn and the better educated they are, the more room they'll give each other to be different, unique and who they are. So Ms. Griffith, I really, really feel badly for your son. I don't think things are a lot better right now. Why do people continue to fight the idea that our children are children and through the best education, a broad education, that can learn to respect each other. I think we're going in the wrong direction.

I want to point out to you, you all have family values that you believe in. Lucky children in your families get to hear that, but they also get to hear and should hear the other side of every equation. And you should have faith in them so that they then will make the right choices from your perspective and theirs.

Mr. GRANTHAM. Ms. Woolsey, I do have faith in my children and I also have faith in my church and all the other institutions that I let them be a part of.

Ms. WOOLSEY. Well, good.

Mr. GRANTHAM. When I send my kids to school to be educated, I don't send them for the indoctrination that they have been getting. I take offense to the indoctrination. Introducing my kids to the idea that homosexuality exists is fine. But when they're told that they have to accept that as a normal lifestyle that flies in the face of everything we say at home. I object to that.

Ms. WOOLSEY. I understand you object to it. The majority of the people in your community have said that they don't object to it and you said you hated being called a homophobe.

Mr. GRANTHAM. Absolutely.

Ms. WOOLSEY. Imagine what these kids feel like when somebody calls them a name.

Mr. GRANTHAM. I understand. I understand that.

Chairman HOEKSTRA. This has been a constructive hearing. There will be no outbursts from the audience. We will keep this

hearing at the civil level. Any departure, and I have the definition of civility. Any departure of civility will call for the removal of those people who are not acting in a civil way.

Mr. Miller?

Mr. MILLER. Thank you, Mr. Chairman. Our colleague, Buck McKeon has said that he felt that the government closest to the people was best and that was sort of a guiding principle. That clearly has been a principle throughout this session of the Congress as we have started to move responsibility from the Federal Government to the local level.

Unfortunately, what I hear in this panel is it's best except when it disagrees with what I believe. I'm concerned about that. It's not just a question of the majority with an election or petitions or what have you, but in both of these processes, Ms. Martinez and Mr. Grantham, there was public input. The school board voted and later there was a referendum and, in one case, the school board voted and there wasn't a referendum. I'm terribly concerned that the suggestion has been that somehow the Federal Government and this committee and, especially on this subject, this Nation has tried to divide the Federal Government away from local school boards which are locally elected and locally constituted and make their decisions popular, unpopular, what have you. Parents ought to have the right to opt in and opt out on these kinds of subjects. When we talk about school boards getting involved in subjects such as sexuality or drug education or what have you, let us remember something. Tragically and unfortunately, for the overwhelming number of students, they are not taking the teaching tools away from the parents because tragically and unfortunately the overwhelming number of students in our society receive that information from their peers. And very often that information is inaccurate, it's biased, it's not factually based.

I wish every parent would sit down as my parents did and read to their children at night, discuss these issues with their children in the evening. That's the way we raised our family, and that's hopefully the way we raise our children in this country. But that apparently is not happening, because all of the data suggests that 12, 13, 14 year old kids are getting this information from their peers. If we abandon this field, we leave it to the best of all of our family intentions, and values, and structure. It doesn't happen that way. And it may not be true in your family and I don't believe it's true in my family, but we've got to look at the huge number of children where apparently it is so because that's what the children are telling us.

In some of these subjects, as we've tragically heard here today, the issues of ignorance and intolerance in this society can be a death sentence. The issue of ignorance around sexual activity can be a death sentence for young people in the case of AIDS. The issue of tolerance and we're talking about tolerance not indoctrination or the inflammatory words we want to use, but tolerance about homosexuals, about bisexual people or even race relations, unfortunately and tragically has driven a significant number of children to suicide or other terrible behavior and choices. One of the witnesses said you were upset because a Federal judge said parents who send their children to public schools, however, daily risk their children's

exposure, both inside and outside the classroom, to ideas and values and parents and children they find offensive. The process of education is sorting that out and, hopefully, they bring it home and you sort it out with them and you give them their guidance. They won't always agree with you, but that's the educational process. And a private school choice doesn't insulate your children from that. We just had a tragic case in the most prominent private school in my congressional district, a Catholic high school. One spurned teenager shooting and killing another because of the love for the same woman. You don't get insulated in daily lives from this. But should the school district be able to try to help people? I agree we should try abstinence first and that should clearly be the case with young children, but when that fails, will young people have the tools to deal with the choice to protect themselves, protect their families? That's really what this discussion is. But somehow the suggestion is here that you didn't get your way in that setting. We can agree or disagree whether that was right or wrong, but not with the suggestion that somehow the Federal Government should come and correct that when we have the most locally-based and run decision. As we see here time and again and historically in the political history of this country, we have tried to protect local communities to make those decisions, that we should not tilt the scales one way or another. We're back in political correctness. There's no end to which people would have those scales tilted to advance their particular view and in this case really defies the factual basis of where children today are getting knowledge.

Ms. MACLONE. Sir, did you read my testimony that I sent?

Mr. MILLER. Yes. I just finished reading it. Not everybody gets their way every day except dictators.

Chairman HOEKSTRA. Mr. Castle.

Mr. CASTLE. Thank you very much, Mr. Chairman. I will try to be relatively brief. I apologize for having arrived late and miss the testimony of the witnesses questions by the Members of Congress and the answers of the witnesses. I did get here in time for the outbreak and the chastising of the outbreak. I did see that.

Let me first of all——

Chairman HOEKSTRA. Would the gentleman yield?

Mr. CASTLE. Yes.

Chairman HOEKSTRA. The dialogue until that point had been very constructive.

Mr. CASTLE. I don't doubt that. In fact, I was going to get to that because——

Mr. MILLER. Mr. Chairman, I take exception with your characterization of my statement which I'm entitled to make.

Mr. CASTLE. Somebody can take exception on somebody else's time other than mine. I'd like to reclaim my time for my statement, Mr. Chairman.

Chairman HOEKSTRA. Mr. Castle.

Mr. CASTLE. I would first of all like to actually congratulate the Chairman because I think this is a provocative subject with which I don't always agree or even always agree with the Republican position sometimes in this particular area, but I think it's very important to discuss it and frankly, I think it's important that we start to sift through where the responsibilities are and I think if we ig-

nore these issues we will simply never do that in America. So I believe this is a very worthwhile topic.

I have a lot of concerns, as one who has been involved with government at a variety of levels. I worry about who has what responsibilities in society. I frankly worry about our parents, for starters. While it's nice to return responsibility of children to parents, I think we better look very carefully at just what parents we're doing that to. Obviously, we have caring parents probably throughout this audience, but we all know of instances in which the parental values are of some dubious position in our society and it doesn't help when you have violence at home or drugs or alcohol at home or other problems which the kids are exposed to and obviously they go on to reflect some of the same problems. So that concerns me. If the parents aren't going to be able to function in that role, then what is society's responsibility? Where does it begin? How do we deal with the problem of teaching kids about alcohol and about drugs and about violence and about sex and other things which can be harmful to them? Does that responsibility fall on the schools? Does it fall on society at large? Or do we separate amongst government units?

I worry about the role of the Federal Government. I happen to believe that the Federal Government has some role in education, but it's certainly not to dictate what should be taught in classes by subject matter or in the individual classes for all that matters.

On the other hand, there are Federal programs which undoubtedly have gone down into the local community and have ended up being misused in some way or another which from reading some of your testimony probably examples have been given here today and that needs to be sought out as well. But I come to the conclusion that probably this should be sought out at the local level. Unless there is a basic underlying problem of what we're doing at the Federal level and I think it's dangerous to start to profess that we at this level of government should dictate exactly what is being taught or done in our schools at a lower level and it becomes, I think, a very confused and difficult subject matter as we try to deal with our children. I think we've ignored for too long what the media is doing in this particular circumstance and it's something that I think needs to be analyzed more carefully. That's another reason I'm glad we are discussing this matter here today.

So it comes down to very, very complicated questions with obviously no easy answers and I'm sure people are going to argue with your positions, just as you feel strongly about what you have stated here today.

I would hope it would be our role here in the Congress to continue these kinds of discussions, particularly in this committee and even this subcommittee which I think has some responsibilities to try to analyze and determine where we are going and what we are doing.

So Mr. Chairman, I really will, because the yellow light is on, I'll ask no questions, but just close by again stating that while I may not agree with everything I'm going to hear, I absolutely believe that you are doing the right thing in bringing these subjects forward. And I think that hopefully this kind of discussion will lead to further discussions which will lead to a sorting through of these

problems and maybe to better solutions than we have found so far. I don't doubt for a minute that we've had some real problems and shifts in terms of dealing with our children and dealing with our upbringing in recent decades in America. And the time has come to face it and hopefully this is the place we're starting and hopefully your contributions today and the contributions of the Members will ultimately add up to some solutions that will help all our children.

I yield back my time.

Chairman HOEKSTRA. Thank you. Mr. Green.

Mr. GREEN. Thank you, Mr. Chairman and I appreciate our first panel because yesterday seemed like we realized that values need to be taught in public schools and the first responsibilities is with those of us who are parents, then you know, if parents give up that job, then somewhere those values have to be taught. And the public school is the only forum. I know when I was growing up we had much higher church attendance, more mentors that people looked up to and that was the essence of yesterday's parents. When I read the testimony from today and I just read each of your testimony and having served in the legislature for a number of years in Texas and watching public schools and serving on the Education Committee in the legislature, we dealt with this issue a great many times and found out, like some of my colleagues from the Republican side that in Austin, Texas or in Washington they didn't want to make those decisions and they wanted it to go down to the local level so the schools could make those decisions. I have a sample letter from the Houston Independent School District that's larger than any school district, 200,000 ADA. "Please be reminded that health education classes are required. However, your child may be exempted from the human sexuality unit when it becomes a personal concern." That is the most local you can be.

I have a form here by the Alding School District that's also in my District that says, at 40,000 ADA, it's grown dramatically, but actually asks permission from parents, a signed permission for their fourth graders to attend a video called "Always Changing." I know that wasn't in any of your testimony, but—and I haven't seen "Always Changing" but if my child, who is now 19, but if he was in the fourth grade, I would want to make sure that I had the opportunity to view that.

We're hearing today in the United States Congress that it is a problem, but I see that problem being dealt with in local communities all over the country. Maybe not in Massachusetts and maybe not in other States, but I see it being dealt with, instead of having Congress to decide what we should have in the way of curriculum and I found out, like I said a long time ago, that all knowledge does not emanate from Washington any more than it does from our city capitals. but it also is much better on a local basis. I know each of you, after reading your testimony, you've taken your issues locally and you've won or lost on referendum or putting yourself up for the school board and either winning or losing. That's often the best—you know, I as a parent and as a legislator have concern and I do not want to see Federal dollars being used for that I don't think they're being used except in maybe indirect cases. I know the CDC printed something back under President Reagan that prob-

ably needs Congress to look at, but hopefully it's already looked at before we're sitting here today.

I guess that's my concern and I know a lot of the Members have expressed your concern. It's great for you to be here and bring it to our attention, but we're well aware of it, as parents, and as legislators and oftentimes these problems are better solved on the local level and dealt with on the local level.

Ms. Griffith, I can do nothing, as my colleague Congresswoman Woolsey said, my heart goes out to you because there is, if anything in our world, we need a lot more understanding on all sides and that's why yesterday I was so proud, I guess, to hear and I was surprised, former Secretary Bennett, I can agree with him on some of his statements that we need to work together and understand each other and that's the beginning of not only what we believe as Members of Congress, but also that a lot of us are raised with because I'm also proud that I can call myself a Christian and my children were raised in the church, but they're also understanding of different people and different lifestyles.

Thank you, Mr. Chairman.

Chairman HOEKSTRA. Thank you. Mr. Scott.

Mr. SCOTT. Thank you, Mr. Chairman. I was held up in the Telecommunications Conference Committee and I missed the questions. I think—I was going to yield to the gentleman from California, but he's not here, so I yield back the balance of my time.

Mr. MILLER. I thank the gentleman for yielding. Ms. Maclone, let me ask you a question. You mentioned vouchers and having the affirmative, correct me if I'm wrong, in terms of what you would like to see in terms of correcting the situation. Maybe I'm mixing this up with Ms. Martinez' testimony. You talked about vouchers and the notion that affirmatively you should be asked whether or not you want your child in, not just the question of opting out.

What else would you do? What else would you have us do to correct the situation as you see it?

Ms. MARTINEZ. I think I stated before that I think that passing the Parental Rights and Responsibilities Act would be a first step in reaffirming that parents have the primary right to direct the upbringing of their children. I'm not a lawyer and I don't have the Supreme Court cases, but time and time again I know that right has been upheld in the Supreme Court that parents are the primary person to direct the upbringing of their children.

What's been happening in the schools, however, it appears to me as a parent is that right has been taken away and I feel that passing something like that coupled with the Grassley Amendment that says my child will not participate in certain values-laden curricula without my express written consent will go a long way to giving parents back what they're looking for.

I want my school to be teaching my child academics and I think, I said it before if we had, if we want to give these values-laden assemblies, etc., we make it an opt-in afterschool program that children can go to if their parents want them to after the parents have previewed the material and have then said yes, this is what I want for my child.

Mr. SCOTT. Ms. Maclone, what would you have us do to change the outcome that was, that happened in—is this Falmouth?

Ms. MACLONE. Falmouth.

Mr. SCOTT. Falmouth.

Ms. MACLONE. First, I guess I'd like when these programs come to us, I would request that we be told where they're coming from. A lot of times we get programs that are made to look like we did it. They're our ideas and we want them and it's not true. As far as—I would like the right to be able to opt into a program if I so chose to as anybody should have that right, whether it be you or me.

I may not like the same things that you like and I should have that choice to decide whether or not I want to be part of that program and I think that's what I would like and I really truly would like to say that it's hard for me to try to reclaim something that I never gave away, my rights as a parent to raise my child.

Mr. SCOTT. Well, in the case of Falmouth where there's sort of this long process and then later I guess there was a referendum on the ballot.

Ms. MACLONE. Yes.

Mr. SCOTT. So you let that program go forward and you just want the right to opt out of it? You may not agree with it, I'm not saying you agree with it, but if the process, if the process at the local level decided that that's what they want to do with respect to condom distribution, what have you, then you want—you want to change the process too?

Ms. MACLONE. I want the truth to be told, that's all. That's all I've ever asked is the truth to come forward and for them to be honest with us and to tell them what they're doing and not to make it look like this is a program that we have asked for when, in fact, it is not. That is what I'm asking for. I just—and I don't like to be made to look like a fool that says I am an incompassionate person, because there's nothing in me that's incompassionate and I just want the truth to come forward. Period.

Mr. SCOTT. I appreciate that. When I read your testimony you started out with the decision by the school board where 25 people were there and then 100 people were there and 250 people were there and then these petitions were deliberated, 3,022 and 98 signatures and then a vote to reconsider, the vote failed. I don't get what we could do in that process to change that democratic process.

Ms. Maclone. Actually, I didn't ask you to change anything. What I was trying to show you is what happened. I was trying to show you that people had spoken and it didn't do us any good. That's what I was trying to show, that we said look, we don't want this program and then we found out later we had other things working against us, other people that had been there before the parents, before it was even presented to the public to tell us that this is not coming from our little town. This is not a little community thing that we decided we wanted for our little 11 year olds to have condoms. It didn't come from us. We said no, we didn't want this and we were not allowed to say that. That's what I was trying to show the progression that had taken place prior to that program being put in our schools.

Mr. MILLER. Didn't people speak at the referendum?

Chairman HOEKSTRA. The gentleman's time has expired. I think the panel's time has expired. I think you saw that you got more than your five minutes in today. I appreciate the contributions that you made this morning. I think you have found out like we find out here quite often in Washington, a genuine dialogue can be hard work. Were trying to talk about some very sensitive issues in a constructive way.

I think the core issue has come out in some of the discussion back and forth. When does government—does government ever step in in the training of values? Should it ever step in? When does it step in? When do rights move from parents to government? I think you've given us some very valuable perspectives on that. So thank you verv much for your contributions.

I'd like to invite our second panel to come forward.

I'd like to welcome our second panel to the hearing today and introduce them. First, we have Ms. Claire Connelly, a community activist from Ventura County. We have Professor George Dent who is a law professor from Case Western Reserve University School of Law. We have Ms. Anne Simon who is a teacher in the public schools. And we have Dr. Alan Storm who is Director of Student Services for Sunnyside Unified Schools District in Tucson.

Thank you very much for being here. I'm not sure if you were all here when we introduced the first panel, but strongly encouraged them to abide by the lights, the green is on for the first four minutes. The yellow goes on for the last minute and the red comes on when we prefer to have you complete your testimony. So hopefully we can work within that and that will allow sufficient time for us as a panel to have additional dialogue with you on the content of the testimony that you've brought forward. You don't have just a five minute shot. You'll have some additional time to answer some questions and share your experiences with us.

Ms. Connelly.

STATEMENT OF CLAIRE CONNELLY

Ms. CONNELLY. I am President of the Gay and Lesbian Resource Center of Ventura County and I have held that post for 11 years. Ladies and gentlemen, we are not going to have local control over education as long as Congress is pouring billions of dollars into a lobby on the grassroots level that advocates promiscuity and bisexuality in the classrooms. This congressional money is promoting AIDS and there is a difference between telling and sensitizing children that being homosexual and that being an acceptable lifestyle. I am a homosexual. There's a difference between that and telling children to go out and have a lot of sex with a lot of different people and to be bisexual. That is using Federal dollars to spread AIDS, ladies and gentlemen.

I'm going to read my testimony so I can stay within my time limit. I see the problem as being about $3 billion a year in Federal funds trickle down to gay and lesbian community-based organizations through subcontracts from State Health, Education and Welfare Departments and the Centers for Disease Control. Each level of government takes a 10 percent cut off the funds for administrative costs, so only about 40 percent filter down to the organizations.

The CBOs, community based organizations are incorporated as charitable nonprofits, IRS 501(c)(3) exemptions, have no public accountability, cannot be sued and do not use the money as intended. It is intended for HIV prevention education and for support services for people with AIDs. Instead, it is used for salaries and expense accounts for gay activists and lobbyists to infiltrate the public schools to espouse promiscuity and homosexuality, to establish meeting places for gay and bisexual men to have sexual trusts and these children are invited to these centers by these people. Any center that will not follow the guidelines of the grant have their grants withdrawn.

And the money is used to run a vast lobbying grid across the United States for gay militants who have seized control of the gay and lesbian movement the last three years for moderate and conservative homosexuals like myself who believe and practice monogamy.

About 8,000 of these community-based organizations have been set up to receive public funds, often with innocuous names such as Life Enhancement Network or Pride Foundation. You don't even know where this money is going or what it's being used for. It is being used to keep people who believe in parental rights off of school boards, to win referendums. Some examples, which is in your documentation, San Francisco teachers invited gay speakers to a sixth grade class to speak about dildos, artificial insemination and homosexual oral and anal sex. In Massachusetts, you've already had that case so I won't elaborate on that. It's in your documentation. In California, and where I live, three out of five county board of education members have faced a recall referendum in the last eight months because they tried to enforce abstinence-based sex education in the school which is State mandated. The State mandates are not being followed. When I am invited into the classrooms by the teachers, they do not obtain parental permission in advance. No matter what all beautiful forms you have up there, it's not being done.

And in Los Angeles, the State representative is asking for State investigation of 8th grade students receiving graphic descriptions of anal sex and being advised to hide condoms from their parents.

In Southern California high schools, gay speakers are distributing safer sex guidelines on oral and anal sex with four letter words in them and distributing gay and lesbian pornography in the classrooms in California. No teacher has ever asked to screen the materials that I bring to the classrooms to hand out and you can bring in whatever you want. That's because of this financed gay lobby and coalition with educators, public health officials, pharmaceutical companies. It's the AIDS industry that you're financing when you send out these education dollars for HIV prevention.

A gay group held a forum on oral sex at a Hollywood elementary school. A lesbian with AIDS instructed llth grade students on sadomasochist techniques. In Chicago, 700 gay men, including youth, had all-day sex at a publicly-funded "safer sex workshop."

[The prepared statement of Ms. Connelly follows:]

RESUME Claire Connelly, 177 W. Poli Ave., Ojai, CA 93023 (805) 646-5884

President for The Gay & Lesbian Resource Center, Ventura County, CA, 1985 to present. Administration, counseling, publications, public relations, HIV/AIDS education. Ref.: Mary Long, Board of Directors (805) 389-1530.

Senior Technical Writer for Unisys Corp. (SDC), Camarillo, CA, 1985-86. Write and edit software and hardware manuals for users. Division dissolved.

Managing Editor for Pitman Learning, Belmont, CA, 1984. Manuscript acquisition, supervise editing and production from manuscript through bound book on 70-80 titles per year. Firm sold.

Technical Writer (operations/marketing analyst) for The Travelers Insurance Company, Hartford, CT, 1976-83. Research, writing, editing, training, DP documentation. Relocated.

Editor/Writer, free-lance, for various publishers and corporations on the East and west coasts, 1971 to present.

Reporter/Photographer for "The Hartford Times" and "The Manchester Herald" in Connecticut, 1974-80. News and features.

Editor of Paperback Publishing for Xerox Education Publications, Middletown, CT, 1971-73. Acquisition and product management of books for grades K through 12.

Other positions include Editing Supervisor for McGraw-Hill Book Co., New York (college texts); Copyeditor for Harcourt Brace Jovanovich, New York (el-hi texts); and editorial and production positions on trade magazines.

Education: MS Counseling, Cal. St. Univ. Northridge, 1991; Counseling Skills Certificate, Univ. Cal. Santa Barbara, 1990, BA English, Eastern Conn. St. Univ., 1974; Graphic Arts Certificate, New York Univ., 1979, various data processing and programming courses, 3,000 supervised counseling hours approved by the Board of Behavioral Science Examiners California.

Affiliations: American Association of Marriage and Family Counselors, American Association of University Women, Listed "Literary Market Place", others.

Publications: Newspaper articles, paperbacks, magazine features, manuals, corporate communications, marketing pieces, newsletters.

Skills: Counseling, research, writing, editing, training, teaching, workshops, promotion, marketing, public relations, graphic design, documentation, systems development and implementation, supervision and management, bookkeeping, word processing, scheduling, budgeting, project coordination, others.

Note: I have lectured in high schools and junior colleges throughout Ventura County since 1985 on homosexuality, human sexuality, and sexual diversity, "multiculturalism", and participated on panels on sex education and HIV/AIDS prevention.

BEST COPY AVAILABLE

TESTIMONY & ATTACHMENTS

To: Oversight and Investigations Subcommittee, Dec. 6, 1995
From: Claire Connelly, President, Gay & Lesbian Resource Center of Ventura County, CA (805) 646-5884

PROBLEM: About $3 billion a year in federal funds trickle down to gay and lesbian community-based organizations (CBOs) through subcontracts from state Health, Education, and Welfare Departments and the Centers for Disease Control and other recipients such as county public health departments and county HIV consortiums. (Each level of government takes a 10% cut along the way.) The CBOs are incorporated as "charitable nonprofits" (IRS 501c3), have no public accountability, cannot be sued, and do not use the money as intended: for HIV prevention education and for support services for people with AIDS. Instead, it is used for salaries and expense accounts for gay activists, to infiltrate the public schools to espouse promiscuity and homosexuality, to establish meeting places for gay and bisexual men to have trysts, and to run a vast lobbying grid across the United States for gay militants. About 8,000 of these CBOs have been set up to receive public funds, often with innocuous names such as "Life Enhancement Network."

EXAMPLES (please see attachments):
A. In San Francisco, teachers invited gay speakers into a 6th-grade class who spoke about dildos, artificial insemination, and homosexual anal and oral sex. B. In Massachusetts, 9th-grade students were encouraged to have oral sex, use condoms, and indulge in premarital and homosexual sex. C. In California, Board of Education members are facing recall by gay groups for supporting abstinence-based sex education. D. In Los Angeles, a state representative is asking for an investigation of 8th-grade students receiving graphic descriptions of anal sex and being advised to hide condoms from parents. E. In Southern California high schools, gay speakers are distributing safer sex guidelines on oral and anal "fucking." F. A gay group held a forum on oral sex at a Hollywood elementary school. G. A lesbian with AIDS instructed 11th-grade students on sadomasochism. H. In Chicago, 700 gay men had all-day sex at a publicly-funded "safer sex workshop."

REMEDY: It is impossible to stop special funds for AIDS from filtering down to the gay lobby. Special allocations for AIDS are not necessary. Sex education can be given by licensed teachers who can be held accountable for what transpires in their classrooms. Outsiders should not be invited into public schools who work for CBOs that sell condoms, lubricants, erotic materials, and contraceptive devices and profit from promiscuity and bisexuality. We now have sexually active gay men with AIDS who do not use condoms themselves providing sex education for children with federal funds. Congress has created a national gay lobby where none existed before and is fueling the AIDS epidemic. An estimated 1 in 100 heterosexual men and 7 in 10 gay men have HIV. AIDS is the leading cause of death in young adults. Why are the people spreading this disease rewarded with special services and allocations?

BEST COPY AVAILABLE

ATTACHMENTS

Flow chart of federal funds subcontracts..... 3
Fact sheet on pubic funding of gay CBOs..... 4
Exhibit A: San Francisco school..... 5
B: Massachusetts school..... 6
C: Gays try to recall Board of Ed members.... 7
D: State rep. requests investigation..... 8
E: Gay "safer sex" guidelines..... 9
F: Oral sex workshop in elementary school....10
G: Lesbian sadomasochist at high school.....11
H: Safer sex festival for gay men.....12
Public health department uses gay materials..... 13-14
One county's Ryan White funds distribution.....15
Letter to county school board on gay speakers.....16
Letter to local school board on gay speakers.....17
Lesbian comment on gay school infiltration.....18

HOW PUBLIC FUNDS REACH GAY & LESBIAN COMMUNITY BASED ORGANIZATIONS (CBOs)

United States Congress

- Centers for Disease Control
  - ↓ State Health, Education & Welfare Departments
  - ↓ County Public Health Departments
  - ↓ gay CBOs
- Ryan White Care Act & HOPWA
  - ↓ State Health, Education & Welfare Departments
  - ↓ County HIV Consortiums
  - ↓ gay CBOs
- **Community Block Grants**
  - ↓ Municipalities
  - ↓ gay CBOs

State Legislatures

- ↓ State Office of AIDS
- ↓ gay CBOs

County Governments

- ↓ gay CBOs

Municipal Governments

- ↓ gay CBOs

(for further information, call Claire Connelly, 805-646-5884)

FACT SHEET: PUBLIC FUNDING OF GAY/LESBIAN CBOs

(for more information contact Claire Connelly, 805-646-5884)

-approximately $3 billion a year in federal funds filters down to gay and lesbian community based organizations (CBOs)
-over the last decade, gay leaders have incorporated thousands of these charitable nonprofits (IRS 501c3), which have no public accountability and cannot be sued
-the CBOs receive subcontracts from state and federal agencies and do not show up as recipients on computer records
-many CBOs operate as "fronts" under such innocuous names as "Life Enchancement Network" while doing business as gay and lesbian centers and AIDS organizations
-major federal grants include Ryan White Care Act, Housing Opportunities for People with AIDS (HOPWA), and HIV/AIDS Prevention Education through the CDC
-Ryan White and HOPWA have no means testing, so the funds fall into the hands of wealthy gays who run the CBOs while needy clients are turned away
-the education grants mandate that teaching be done by people with AIDS (PWAs), so promiscuous gay men with AIDS are providing sex education to high school students that is condom-based rather than abstinence-based
-PWAs tend to have communicable diseases such as tuberculosis, hepatitis, herpes, and pneumonia, which can be spread in the classroom, and they exchange phone numbers with students
-many gay PWAs advocate homosexuality and bisexuality and give children graphic instruction on anal intercouse, oral sex, rimming, fisting, and sado-masochism
-the teachers invite these speakers into their classrooms without obtaining parental permission
-other prevention education funds are used to purchase condoms, lubricants, and safer-sex erotic materials from gay centers (designated as National AIDS Clearinghouses by the CDC) and to host gatherings where gay and bisexual men come together to indulge in anonymous, multipartnered sex
-the result is that federal money has created a vast grid of militant homosexual organizations across the United States
-promotion of promiscuity is actually spreading HIV; after extensive sex education, research shows that less than 10% of men use condoms regularly and that condoms are only 63% effective against HIV transmission
-militant (sometimes closeted) gays have taken control of state offices of AIDS, public health departments, HIV consortiums, and school boards to ensure that federal and state AIDS funds are allocated to their gay CBOs
-the CBOs also receive federal grants for substance abuse and smoking cessation programs that do not exist (clients are anonymous and therefore cannot be documented)
-the concept of a "gay community" is a myth, since most homosexuals are closeted and can only be reached through the general population
-there is no justification for separate services for homosexuals or for PWAs, who can be served through existing programs for the general public

EST COPY AVAILABLE

2 Teachers Lose Licenses Over Gay Sex Lecture

SFEx 9/06/95
6

By Rosemary K. Low
Chronicle Staff Writer

Two teachers at San Francisco's Everett Middle School have had their state teaching credentials for bringing in guest speakers who gave sixth-graders an explicit description of gay sex in 1992, authorities said yesterday.

The decision was hailed as a victory by parental rights advocates, who say parents of schoolchildren should have the chance to preview classroom material that may be considered offensive or inappropriate.

"This matter indeed represents the first bullets fired in what we can see as a growing campaign to eradicate such grotesque violations of parents' rights in public schools," said Brad Dacus, a Sacramento attorney for the Rutherford Institute, a conservative legal and group based in Virginia.

Dacus, who helped a San Francisco parent in the case, added that the decision will be "a very loud shot" that will be heard by other school districts in the nation that may not have considered "how important it is to respect parents' rights."

But Judy Delamontanya, vice president of the teachers' union, United Educators of San Francisco, said the case raises serious questions about censorship, academic freedom, and "all of those kinds of things that are very near and dear to teachers' hearts."

"This is a very unusual case," Delamontanya said. "To have a credential revoked when the teacher — or in this case, teachers — did not directly do anything, is not at all a good precedent."

The instructors were told yesterday morning of last week's decision by a seven-member committee of the state Commission on Teacher Credentialing in Sacramento, said investigator Mike Castro. He declined to name the teachers.

San Francisco schools spokeswoman Gail Kaufman said the district was taken aback by the decision and may file an appeal.

"This had nothing to do with the teachers' character," she said. "I'm not suggesting it was necessarily good judgment, but I think it was an incident that has been certainly dealt with by the district."

At issue was a talk given on April 24, 1992, at Everett, a school for sixth- through eighth-graders in the Mission District.

Students from the two teachers' classes were grouped together to hear a lecture given by a gay man and a lesbian about hate crimes and violence against homosexuals.

According to a girl in one of the classes who was then 11 years old, the speakers introduced themselves before an audience of about 50 sixth-graders and told them about Community United Against Violence, a district-recommended organization that sponsored the talk with the city's public health department. The two then said they were homosexuals.

"The woman said she was talking about having a baby and how they were going to the sperm bank," the girl, who did not want her name used, recalled yesterday. "Somebody in the room said, do you feel like you should have been a man, and she said, 'It doesn't matter. I don't want to be a man, I just use a dildo.'"

Some students did not know what a dildo was, and when they asked, the speakers then described how they used dildos and performed oral and anal sex, the girl said. "It was tweaked for," she said. "The way they talked about it — it was very unprofessional."

The girl's father, Bruce Budnick, filed a complaint in 1993 charging that he was not informed about what would be discussed in class and that his rights as a parent had been violated.

"They were basically proselytizing these kids, saying how good it was to use sex toys," Budnick said. "It's unbelievable ... "

Budnick called it "unreasonable" to have funds for AIDS and sex education spent in such a manner. "It undermines legitimate AIDS education," which is important regardless of one's sexual orientation, Budnick said.

Kaufman, the school district spokeswoman, said guidelines have since been issued that make clear what topics guest speakers may discuss with students. She said the anti-violence organization that co-sponsored the talk has continued to work with the district without any problems.

Lester Olmstead-Rose, executive director of Community United Against Violence, yesterday called the state's credentialing committee "way out of step with who we are locally," and said its decision was politically motivated.

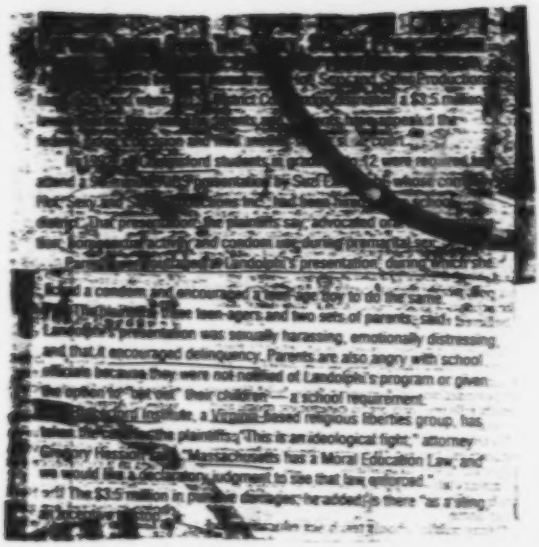
"We run a great program that reduces violence and increases in-

9/20/95
San Francisco Chronicle

75

BEST COPY AVAILABLE

"Christian America"
July/May, 1995



BEST COPY AVAILABLE

Citizens to fight trustee recall

VENTURA COUNTY: *Group believes Larner and Miller should remain on Board of Education.*

By Charles Flora
Staff Writer

A group of people who say their belief in family values doesn't make them part of the "radical right" will fight the recall of two county school board members.

The Citizens for Accountability in Public Education — CAPE — say they believe trustee Angela Miller and board President Wendy Larner deserve to stay on the Ventura County Board of Education. They banded together in April and have met a few times, including Thursday night.

"Our purpose is to educate, so that people know these two trustees and their supporters are not part of a radical group," said Camarillo resident Gus Stenzel, 45, a CAPE member.

"We believe in basic family fundamentals," he said. "That doesn't mean we are part of the radical right."

Larner, Miller and trustee Marty Bates have been accused by opponents of advancing a religious right agenda. Their vote in March to ban Planned Parenthood and AIDS Care from teacher sex education workshops sparked the recall effort.

The Rev. Richard Weston-Jones of Ventura is leading an effort to unseat the two trustees as part of the Recall Education Campaign Against Larner and Miller. No ef-

Please see RECALL on A12

RECALL: Group bac

Continued from A1

fort to unseat Bates has yet to materialize.

CAPE members say they believe there is no basis for Larner and Miller to be recalled because neither public official demonstrated malfeasance while in office.

"I think it's great," Miller said. "I feel it's so important to have support when you're making difficult decisions that aren't popular with everyone."

One of the group's founding members, Kathleen Parra of Ventura, said more than 200 people have joined CAPE.

Larner was unavailable for comment. She is taking some time off to relax in Lake Arrowhead, her husband, Ben, said.

Larner and Miller were served with recall notices earlier this week. They have until next week to respond.

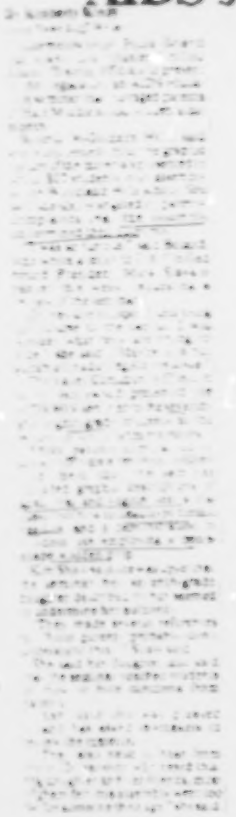
Recall supporters said they will begin collecting signatures by early June with the goal of holding a recall election by March 25, 1996.

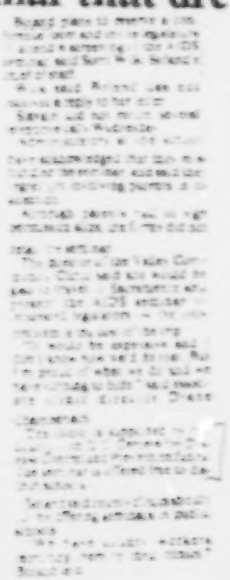
Miller's district includes Ven-

BEST COPY AVAILABLE

DATELINE

Boland wants lawmakers to review AIDS seminar that drew ire





CDC flier

BEST COPY AVAILABLE

SAFER SEX & DRUG USE GUIDELINES

One can still enjoy sex during the AIDS epidemic by following a few important guidelines. HIV is considered to be the cause of AIDS. The highest concentrations of HIV are found in blood, semen, vaginal secretions and breast milk. Avoid behavior that allows HIV-infected blood or semen to get into another person's bloodstream. Saliva, urine, sweat and mucous are likely to contain some HIV, but medical experts believe not in sufficient quantities to infect another person. *Fucking without a condom and sharing needles account for almost all cases of HIV transmission.*

SAFER SEX

If you can't have sex you can talk about it. Some people practice safer sex with all their partners, others may take certain risks depending on how much they know about themselves or their partners. If you have not talked to your partner about his HIV status, or if you have any reason to doubt what he tells you, assume that he may be HIV-positive.

• Use a condom when fucking and pull out of you partner before coming for added safety. Use latex condoms with a water-based lubricant like KY. (Some lubricants, including Forepleasure and Wet, contain nonoxynol-9, which may provide additional protection against HIV.) Oil-based lubricants (Crisco, Vaseline, baby oil, hand creams, etc.) may cause condoms to break. If you've never used a condom, practice on yourself or with a partner. Throw out unused condoms after one year.

• Use a condom during oral sex even if your partner does not come in your mouth. HIV from come or pre-come may enter the bloodstream through cuts or sores in your mouth.

• Use latex gloves for fisting or finger-fucking if you have any cuts or sores on your hands.

• Use dental dams for rimming or going down on a woman. Dental dams are latex squares; they are available at drug stores.

• Keep semen and blood (including blood from piercing, shaving or menstruation) out of the mouth, anus or vagina and away from breaks in the skin.

• Do not brush your teeth or floss right before kissing. (Use a mouthwash for hygiene.) Be aware of cuts and sores in the mouth.

• Do not share dildos or vibrators. Use condoms on sex toys or clean them with hydrogen peroxide or soap and water.

• Alcohol, poppers and other drugs may impair your judgement. Some people can't maintain safer-sex practices after getting high.

• Massage, hugging, dirty talk, role-playing, masturbation (solo or with partners) and other activities that don't let blood or semen into your bloodstream are safe.

• Good nutrition, rest, exercise and non-abuse of alcohol and other drugs

Distributed to High School students in Ventura County!

BEST COPY AVAILABLE

L.A. Shanti's FREE Monthly HIV Forum

Is Sucking Safe?

A panel discussion on oral sex and HIV

Wednesday,
June 14,
7:00-9:00 pm

At West Hollywood
Elementary School
970 N. Hammond
(south of Sunset between
Doheny and San Vincente)

L.A. SHANTI

For more information contact L.A.Shanti 1616 N. La Brea Ave. Los Angeles, Ca. 90028
213-962-8197 TDD 213-962-8398 Valley 818-908-8849

Free parking provided. AIDS EDUCATION/ SERVICES FOR THE DEAF has interpreters available by calling Roberta Munsey at 213-478-8005 (voice and TDD). Seminar provided through grants by the State of California Department of Health Services and the City of West Hollywood. This activity is neither sponsored by nor in any way connected with the Los Angeles Unified School District.

ID. = 1 page catalogue for Pub. A.

Hot for Teacher

A little discipline always puts HIV in perspective

BY ROLLA HILTON

[illegible] went against all common sense and accepted an assignment from my high school health teacher to [illegible] a panel about the experience of a person with HIV, and as a matter of fact, [illegible] Mistress Mercy Payne's the name.

As a result, I talk to HIV people [illegible] [illegible] [illegible]

102

Remodeled Bath

Learning to shag at a safer sex festival in a Chicago bathhouse

BY DOMINIC HAMILTON-LITTLE

How to dress at the entrance of Flesh Fest—a handiest, fun-loving, safer sex orientation demonstration and fund-raiser, sponsored by Test Positive Aware Network, held at the Unicorn Bathhouse in Chicago—presents an interesting dilemma for this admittedly Chicago queen. And it's not just a matter of finding before the cathode begins.

As required, I have been reviewing safer sexpertise for the upcoming Flesh Fest, and I've spent the past few weeks in front of the VCR, with pencil and notepad, viewing a variety of gross pornographic films and homemade videos.

Research, with all those hunky boys, has been fun, and I've learned a lot about safer sex practices for the pursuit of dirtdom.

Warming up to the second film and was off. Mr. Fahrenheit's scale—literally and metaphorically—I happily rejoin the charming Mr. O'Hara, publisher of Inches, the pig's guide to anonymous sex, proudly displaying his handsome and remarkable tool of the trade, and involved in a lecherous litdom-and other safer sex practices in the pursuit of dirtdom.

Warming up to the second film and was off. Mr. Fahrenheit's scale—literally and metaphorically—I happily rejoin the charming Mr. O'Hara, publisher of Inches, the pig's guide to anonymous sex, proudly displaying his handsome and remarkable tool of the trade, and involved in a lecherous lit-

"Channeling The Love Boat*'s Julie McCoy, and taking my role as emcee of Flesh Fest very seriously, I announce the 'Leather Vibrations Demo on Buttplay' in my best 'Let the Games begin!' register."*

tle make-out and jack-off scene with Robert. I gently suggest that they move to the circle area, centered on the risers in the second-floor video lounge. They unhurriedly oblige. As more and more men begin to push into the room, and each other, the temperature rises notably. Now I'm brushing against a firm thigh, a hairy chest or sculpted arm. Someone's grinding into my butt. Hands reach for hard dicks.

All one can smell is the salty heat and musky sweat of horny guys, set to the sound of deep-throated moans, an intermittent sharper cry and tongues kissing, licking, tasting. It's a field day for frottage and the atmosphere is redolent of sex—man to man, stranger to stranger, lover to lover, friend to friend and every possible combination. Shame is dropped with the small, white towels, and hushed whispers quickly invade around. "Ohmigod. Scott O'Hara is in the middle!" Happiness abounds and white of races commingle with the tropical humidity.

About 700 men are now crowding in. You can't move a step without bumping into men of all sorts. Youngers, elders; coiffed, bald, plump, skinny, toned, dark, pale—you name it. Today's all about brush and every queer is here.

With my eardrum-bursting techno tunes slicing through the air of erotic madness again and again, I am thrilled that amid ushering several hundred gay men from one intimate event to another, we are fully caught up on time lost and all devices are on schedule by about 4:30. And through it's all work-work-work as I crack the paddle on my palms and a few behinds, the concerned reader will be glad to know that at least one boy takes some time to French kiss me with enough ardor to get me hard under my latex. Dear John, freshly showered after creams and scrubs anointment in "Food Sex," has the passion but I really haven't the time to go further. I return reluctantly to my chores. "Boot Blacking Demo & Verbal Domination in the third fl. o aerobics area in five minutes."

After seven hours of this intense gratification of everyone else's peccadilloes I am utterly exhausted, sweating profusely and torn between infuriatingly unresolved horniness and never wanting sex again. But as I collapse into bed earlier than usual, I replay the mutual visions of hot, safe gay sex and jerk myself into blissful oblivion, wondering briefly if I could wear the outfit again.

How wonderfully strange that this should have happened in a bathhouse deep in the Midwest. A day of guys loving and fisting, seeking and giving pleasure. Let NYC and LA squabble about shutting down bathhouses. We're turning ours into safer sex workshops. •

BEST COPY AVAILABLE

PUBLIC HEALTH

The attached is an order form from VCPH (see "Organization Name") for sex-positive materials from The Gay & Lesbian Community Services Center (note logo) in Los Angeles, which is the National AIDS Clearinghouse for California. The State Office of AIDS requires agencies that receive AIDS grants to order their materials from the gay centers, thus increasing their revenues and promulgating radical gay hedonist viewpoints. These are the materials VCPH distributes in the classrooms.

VCPH's AIDS Education Committee has only one focus: condom distribution and literature on how to use them. In the committee meetings I attended, we were told not to use bigoted, judgmental terms such as "abstinence," "monogamy," or "promiscuity."

The VCPH AIDS Task Force opposes partner tracing, mandatory testing under any circumstances, and criminal penalities for knowingly spreading HIV. It supports publicly-funded needle exchange, anonymous testing, ACT-UP (a radical gay AIDS group), and free medical care, medicine, food, housing, and other services for PWAs without means testing.

BEST COPY AVAILABLE

California AIDS Clearinghouse

dhs - THE CENTER

It Takes All of Us Working Together to Stop the Spread of HIV

Educational Materials Order Form

October - December 1993

1625 North Hudson Avenue, Suite #105
Los Angeles, CA 90028-9998
Voice (213) 993-7415
TDD (213) 993-7698
FAX (213) 993-7419
CAIN Username LACAIN

During this quarter, October - December, the California AIDS Clearinghouse will be distributing the following remaining "in-stock" educational materials. The minimum order for each item is 25 pieces. In an effort to better serve your needs, we are requesting that you indicate "how long" you anticipate each of these materials will be available in your program.

Bulk Materials

TITLE	LANGUAGE	TYPE	QUANTITY	LAST HOW LONG?
HIV Get the Answers	English	Brochure	300	
Sex Options	English	Pocketcard	300	
Leader SM	English	Brochure	300	
Adolescence and HIV	English	Brochure	500	
Saturday Night Special	English	Photonovel	200	
How Come AIDS Hasn't Shown Up	English	Handbill		
Drink Too Much And You Aren't Even	English	Handbill	200	
It's the Right Thing to Do	English	Pocketcard	500	

Customized Materials

✓ It's the Right Thing to Do
(Attach a copy of your organization/program's logo and provide your local telephone number(s).)

Ordering Information

To order materials from the California AIDS Clearinghouse, you may complete this order form and either mail or FAX it to us, or you may order electronically through CAIN. All orders are shipped UPS. UPS requires a "street" address for delivery (no P.O. Box). Our staff is here to support your efforts. If you have any questions, please feel free to call us.

Education and Prevention Program Placing Order

Name Susan Attaway
Telephone (805) 654-2455
Organization Name Ventura County - Public Health Dept.
Program Name AIDS Education and Prevention
Shipping Address 3291 Pacific Ave.
City Ventura State CA
Zip 93003

Date Rec _____ CC# _____ CAIN ____ FAX ____ US Mail ____ Date Shipped ____

BEST COPY AVAILABLE

HIV CARE Consortium
Allocation Committee
Funding Recommendations FY 1994-95

RYAN WHITE CARE FUNDS

AGENCY	FY 1994-95 Funding Level	FY 1995-96 Requested Funding Level	FY 1995-96 Recommended Funding Level
VCMC Immunology Clinic	$ 25,423	$ 55,636	$ 35,636
Christopher House	$ 22,933	$ 66,179	$ 10,000
Metro Community Church	$ 3,106	$ 6,496	$ 3,106
VCMC Faithfarm	$ 6,760	$ 6,781	$ 6,191
Clinicas	$ 26,773	$ 41,390	$ 15,906
AIDS Care, Inc	$ 0	$ 62,686	$ 38,928
Livingston VNA	$ 10,150	$ 32,571	$ 28,122
VC Alcohol & Drug Programs	$ 12,919	$ 12,830	$ 12,830
VC Public Health AIDS Case Mgmt	$ 83,556	$125,169	$ 44,737
Dr. Auerbach	$ 0	$ 13,675	$ 0
TOTALS		$422,814	$195,456

HOPWA FUNDS

AGENCY	FY 1994-95 Funding Level	FY 1995-96 Requested Funding Level	FY 1995-96 Recommended Funding Level
AIDS Care, Inc	$ 0	$ 20,000	$ 20,000
Christopher House	$15,000	$ 47,611	$ 30,000
VC Public Health AIDS Case Mgmt	$ 70,490	$ 73,163	$ 59,481
TOTALS		$140,774	$109,481

Total Ryan White Funds Available for FY 1995-96 $195,456
Total HOPWA Funds Available for FY 1995-96 $109,481

BEST COPY AVAILABLE

Gay & Lesbian Resource Center of Ventura County
P.O. Box 1680, Camarillo, CA 93011 (805) 389-1530 or 648-5884

From: Claire Connelly, President March 27, 1995

To: The Ventura County Board of Education

I am a Marriage, Family, and Child Counselor Registered Intern, a former teacher, and a mother. I support the proposal to ban Planned Parenthood, AIDS Care, and Ventura County Public Health (VCPH) from giving sex education in the public schools, either for teachers or students. These organizations have a "sex-positive approach," which encourages promiscuity and experimentation and leads to unwanted pregnancy, abortion, and sexually transmitted disease, including AIDS.

When I was President of Ventura/Oxnard N.O.W. (National Organization for Women) in the mid-1980s, I networked with Planned Parenthood. Their focus is protected sex and publicly funded abortion. I support legalized abortion, and I have had an abortion, but I believe the focus of sex education should be abstinence and monogamy.

I have been President of The Gay & Lesbian Resource Center of Ventura County since 1985. I am a homosexual, and I support civil rights. But the gay men with AIDS who founded AIDS Care and control its Board of Directors tend to be radical gay hedonist extremists who advocate unlimited sexual expression. In classroom workshops I have heard some of these AIDS Care "educators" imply to the children that they can have as much sex as they want with many people as long as they practice safe sex. Some of these men with AIDS admit they do not use condoms themselves with their numerous partners of both sexes.

I am a founding member of the VCPH AIDS Task Force and AIDS Education Committee and a Red Cross Certified HIV/AIDS Educator. In my opinion, VCPH has done more to promote the AIDS epidemic in Ventura County than any other agency. Their sex positive approach includes massive condom distributions along with lubricants and erotic materials. I was expelled from the Ventura County HIV Consortium and the VCPH Education Committee because I oppose giving public funds to radical gay hedonist organizations.

Make no mistake: this is not a war of philosophy. Millions of dollars in public funds are being distributed in Ventura County for AIDS education and prevention, treatment, testing, and support services for PWAs, even though we only have about 140 people living with AIDS here. To justify their grants, organizations like Planned Parenthood, VCPH, AIDS Care, and the Gay & Lesbian Community Center (founded by former AIDS Care executives) have to prove they provide AIDS education in the public schools. Why is this "education" now being done by radical gay hedonists and pro-abortionists instead of by qualified teachers and public health personnel?

Claire Connelly

The Resource Center

A Charitable Nonprofit Social Service Agency
Post Office Box [illegible]
Camarillo, CA 930[illegible]
(805) 384-[illegible]

July 25, 1995

Board of Education
Ventura Unified School District
120 E. Santa Clara Ave.
Ventura, CA 93002

To The Board:

I urge the Board to support the proposal to drop AIDS Care Inc. (ACI) from its approved list of sex education speakers and to require prior parental approval for students to hear speakers from this agency. ACI has been providing gay men with AIDS to the schools for several years. Many students and parents have called The Gay & Lesbian Resource Center, which I head, to complain about these speakers, believing they had been sent by us. Moreover, I have participated in panel discussions with some of these speakers and can testify that they emphasize condom-based safer-sex education as opposed to stressing abstinence or monogamy.

People rarely change their sexual practices after a diagnosis of HIV positive. Those who were having unprotected sex with numerous partners before infection, continue to do so after. They make poor role models. It is a waste of time to argue about what percentage of risk reduction condoms provide for sexually transmitted diseases, because the fact is that no matter how much education is given, males rarely use condoms. According to the Sex Education Institute of the United States (SEICUS), only 7% of gay men and 12% of heterosexual men use condoms regularly. We can assume that the percentage is even lower among teenagers because of low impulse control, cost, and correlation of sex with drugs and alcohol.

ACI admits to using flip charts, videos, and manuals provided by the American Red Cross. These materials were created for adult audiences and are sex-positive and not abstinence based. They violate state guidelines for sex education in the public schools. Parents across the country are filing lawsuits against school boards for allowing speakers into their classrooms who contribute to the delinquency of minors. I have attached some articles illustrating prurient presentations given to students that may startle you.

Many professional associations offer free speakers, and teachers and school counselors are trained in human sexuality specific to adolescents. Why aren't these educators being used to fulfil sex education requirements instead of people who advocate and practice promiscuity?

Claire Connelly, President
Gay & Lesbian Resource Center of Ventura County

Claire Connelly

BEST COPY AVAILABLE

Last Word

CAMILLE PAGLIA

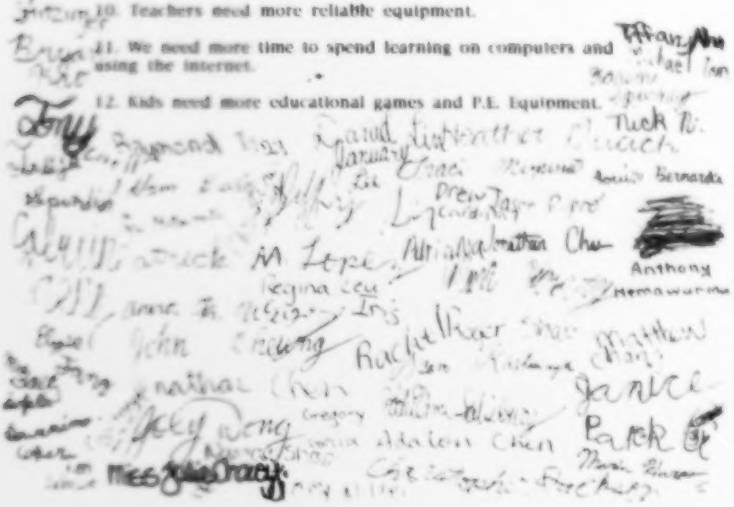
Sex in the classroom

Sex must be liberated from preachers of the Left as well as preachers of the Right.

BEST COPY AVAILABLE

Things Kids Want Congress to Know

1. Math should be taught to kids at their own ability level
2. We need more computers and books in the library.
3. Families should read more together and watch less t.v.
4. Congress should try to control what is shown on cable t.v.
5. We need more pride in our schools.
6. Schools need more money and more classrooms.
7. We need harder spelling words and more homework.
8. We need more educational field trips and opportunities.
9. Kids like learning that is fun and provides challenging hands on activities.
10. Teachers need more reliable equipment.
11. We need more time to spend learning on computers and using the internet.
12. Kids need more educational games and P.E. Equipment.



BEST COPY AVAILABLE

Ten Commandments of Teaching

1. I shall do my best in all I do as a teacher to touch each child's life in a special way.
2. I shall be willing to take risks as a teacher.
3. I shall establish a positive partnership with parents of children in my class.
4. I shall continue learning.
5. I shall contribute to curriculum development.
6. I shall make every effort to see that there are no dead-ends in my students' education.
7. I shall share my knowledge with others.
8. I shall build communication with other grade levels.
9. I shall guide new teachers.
10. I shall speak out publicly for education.

Patricia Ann "Pam" Baltz
1991
California Teacher of the Year
Disney Teacher of the Year
Member of the National Education Research Policies and Priorities Board

MAKING SCHOOLS SAFE FOR GAY AND LESBIAN YOUTH

BREAKING THE SILENCE IN SCHOOLS AND IN FAMILIES

EDUCATION REPORT

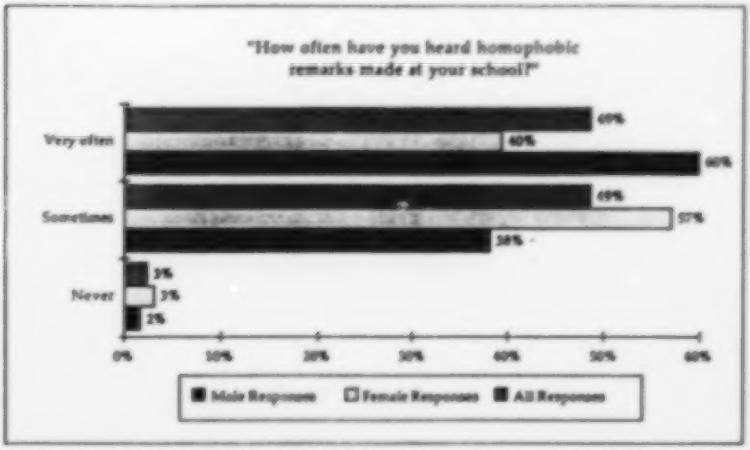
THE GOVERNOR'S COMMISSION ON GAY AND LESBIAN YOUTH

February 25, 1993

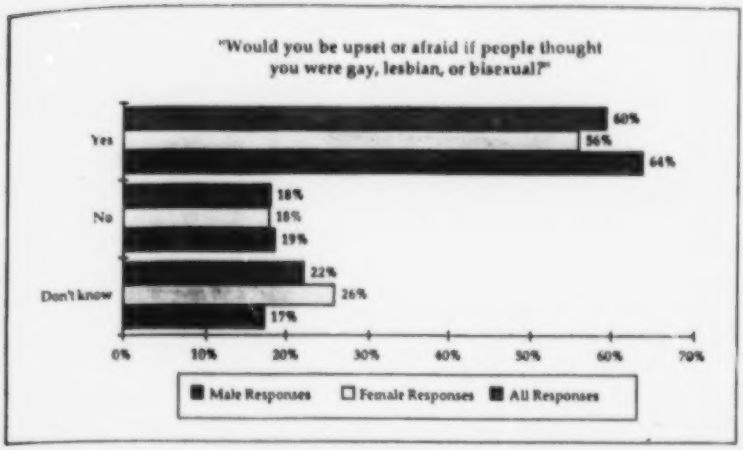
State House, Room 111, Boston, MA 02133
617-828-3039

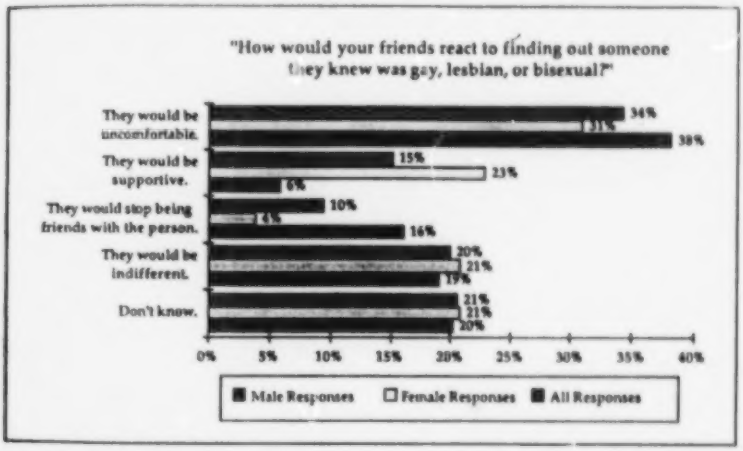
APPENDIX A — SURVEY OF HIGH SCHOOL STUDENTS

In February 1993, the Governor's Commission on Gay and Lesbian Youth surveyed students at Lincoln-Sudbury Regional High School about their attitudes towards gay, lesbian, and bisexual issues. Approximately 400 students completed the surveys, which asked students to identify themselves by gender, grade level, and age. Respondents were also asked to answer twelve multiple choice questions, and were given an opportunity to add any additional comments related to the issues on the survey. We present here the results of five of the questions on the survey, along with the comments of some of the students. The verbatim questions and multiple choice answers are shown for each question. Full survey results are available from the Governor's Commission.



Note: Category totals may not equal 100% due to rounding.
Source: Survey of students at Lincoln-Sudbury Regional High School, February 1993, N=402





Note: Category totals may not equal 100% due to rounding
Source: Survey of students at Lincoln-Sudbury Regional High School, February 1993, N=402

Chairman HOEKSTRA. Thank you. For those of you who don't know what the bells are for, the bells mean that we have to go for a vote. We will—the committee will stand in recess. I expect that will be for about 10 to 15 minutes. I will encourage the Members of the subcommittee to be back here as soon as possible. This is a vote on a rule, so I would hope that when we come back, we'll be able to complete the testimony and the questioning without any other interruptions.

The committee will be in recess.

[Recess.]

Chairman HOEKSTRA. Mr. Dent.

STATEMENT OF GEORGE DENT, JR.

Mr. DENT. Thank you, Mr. Chairman. I appreciate the opportunity to speak on the legal rights of parents who object to what their children are taught about moral values in the public schools.

There was a suggestion earlier that we trust our children's moral decisions, but children are not born knowing the difference between right and wrong. They must be taught. Traditionally, children learn moral values primarily at home and in their place of worship. Public schools played a secondary role and generally affirmed the morality of most Americans. In recent years though, schools have begun to instruct children in areas like sexuality that were traditionally left to home and church and what the schools teach is frequently at odds with the beliefs of many Americans. In such cases, do parents have a legal right to shield their children from being told in effect that their religion is wrong? Unfortunately, the law here is a hodge podge and often denies any rights to objecting parents.

In 1972, in Wisconsin v. Yoder, the Supreme Court held religious freedom and the rights of parents under the Constitution and entitled Amish children to withdraw their children from school after the eighth grade. The facts of Yoder are so distinctive though that it created no general right for parents to remove their children from offensive classes.

Since 1972, the most important case on this issue is Mozert v. Hawkins County School Board in which several parents objected to their children reading texts that they believed taught moral relativism, witchcraft and idolatry. When the School Board refused to excuse their children from reading these texts, the parents sued, claiming a violation of their right to free exercise of religion under the First Amendment. The U.S. Sixth Circuit of Appeals rejected their suit. The Court held that a substantial burden on free exercise exists only when children are compelled to say or to do something forbidden by their faith. Reading the offending the texts, the court said, was mere exposure which did not violate religious freedom.

I disagree with that decision, but it is the law now. Moreover, even where parents might expect to win a suit, litigation is too expensive for most parents and takes so long that the offending class is over long before a judgment can be obtained.

In practice then, the Constitution offers very little protection for parents against repugnant public school classes. The Religious Freedom Restoration Act of 1993 may not change the result in

chases like Mozert because it also requires a "substantial burden on religious exercise" and a court could find like in Mozert that mere exposure does not meet the standard.

Many States have laws that excuse religious objectors from certain classes such as sex and AIDS education. Absent such laws, local schools and State courts sometimes grant exemptions, but in many cases there is no relief. Moreover, schools rarely offer alternative instruction. In cases like Mozert where parents objected to the entire reading program, merely excusing students from class puts them at a severe educational disadvantage.

Those who oppose any accommodation of objecting parents typically claim that broad exemptions would wreak chaos with students constantly shuttling in and out of classes, but the experience of the many school systems that grant exemptions shows that this does not create intolerable burdens. Opponents also claim that providing alternative instruction would be much too expensive. In Mozert though, the schools actually provided alternative instruction until the School Board learned of the practice and ordered it stopped. Clearly in many cases alternative instruction is not too expensive.

Subjecting children to teaching that insults their religion is agonizing for both the children and their parents. We've heard several references earlier today to majority rule and local rule, but I believe that those principles are limited by certain individual rights including religious freedom and the right of parents to raise their children without undue interference from government.

If we are serious about those rights, we should give parents some means of protecting their children from instruction that offends their moral and religious beliefs.

Thank you.

[The prepared statement of Mr. Dent follows:]

STATEMENT OF GEORGE W. DENT

The Memorandum discusses the rights of parents who object on moral grounds to classes or activities for their children in public schools. The Memorandum concludes that these rights are currently limited to a tattered patchwork of Federal, State and local laws, regulations and practices. Under the United States Constitution courts have recognized only very limited rights of parents to shield their children from offensive programs. State and local laws grant parents some rights, but those rights are often limited and difficult to assert, and parents often don't know about objectionable activities or their rights to avoid them. Accordingly, public school children are frequently subjected to doctrines and activities that their parents consider immoral.

I. Activities to Which Parents Frequently Object

Opponents of parental rights often deride critics of morals in the public schools as religious extremists who distort the facts of a few incidents and exaggerate the frequency with which such incidents occur. These opponents are wrong; the truth is that activities objectionable to parents are extremely common and that these objections are shared by millions of average Americans of many different religious faiths.

Most publicity has focused on classes about sex and sexual morality. Children are often told that homosexuality, premarital sex and masturbation are normal and acceptable practices. They are also taught how to practice "safe sex" and how to obtain and use condoms and other contraceptives. Some schools give children contraceptives without parental consent.

Parents' complaints are by no means limited to classes on sex, however. Many teachers preach a moral relativism that rejects enduring notions of right and wrong and exhorts children to do whatever makes them feel comfortable. In rejecting traditional roles of men and women often schools do not merely practice equality but

strive to indoctrinate students whom they consider benighted by bombarding them with examples and models in which traditional roles are reversed. Similarly, traditional family values are denigrated: the family is defined as just "a group of people"[1] and divorce is declared "a neutrall event."[2]

The catalogue of objectionable practices could extend indefinitely, and other witnesses in these hearings can describe them from personal experience better than I can, but it is important to state, however briefly, that these practices offend not just a small, aberrant group but a wide variety of mainstream Americans.

II. The Constitutional Right of Public School Parents to Protect Their Children Is, At Present, Extremely Limited

In *Wisconsin v. Yoder*, 406 U.S. 205 (1972), the United States Supreme Court upheld the right of Amish paremts to remove their children from formal schooling after the eighth grade. The decision rested on both the right to free exercise of religion in the First Amendment and the right of parents to control the raising of their children which is part of the "liberty" guaranteed by the Fourteenth Amendment. Unfortunately, the Supreme Court has decided no cases on the rights of parents of public school children since then,, and lower courts have generally construed *Yoder* narrowly so that these rights are limited and unpredictable.

A few cases have authorized parents to remove their children from classes they found morally objectionable; others cases have not.[3] The most important case since *Yoder* is *Mozert v. Hawkins County Board of Education*, 827 F.2d 1058 (6th Cir, 1987), cert. denied, 484 U.S. 1066 (1988), in which several parents objected to their children being required to use a set of readers which, they believed, taught evolution, moral relativism, internatiionalism (rather than patriotism), witchcraft and idolatry, "denigrate the differences between the sexes," disparage parental control of children, and teach that Jesus was illiterate and that all religions are defective, none being better than any other.

When the parents objected, some schools accommodated them by assigning their children alternate readers, but when the county school board learned of this it stopped the practice. When some parents then instructed their children not to read the offending texts, the children were suspended from school.

The parents sued, but the United States Court of Appeals for the Sixth Circuit ruled in favor of the school board. The court held that students' free exercise of religion is not infringed unless they are compelled to affirm or deny a religious belief or compelled or forbidden to perform an act in violation of their religious beliefs. This case involved "mere exposure" to doctrine offensive to their faith; the court ruled that this does not violate the First Amendment.

I believe that the court in *Mozert* was wrong. The Supreme Court has frequently held that "mere exposure" to religious pronouncements can violate the Establishment Clause of the First Amendment. Since it is generally agreed that the First Amendment requires government to be religiously neutral, it seems that "mere exposure" should also violate the Free Exercise Clause. Moreover, it is inconsistent with government neutrality and with religious freedom for government to tell citizens—and especially impressionable children—that their religion is wrong.

Nonetheless, the decision in *Mozert* makes it highly uncertain whether parents have a constitutional right to protect children from public school classes offensive to their faith. The problems of parents are complicated in two other ways. Even if they could be sure of winning, litigation is expensive and requires substantial personal time and energy. Rare is the parent willing to bear these costs in order to rescue a child from one or a few unsuitable classes. Moreover, litigation typically takes years; by the time a judgmemt could be rendered, the damage from the repugnant classes will already have beem done. Not surprisingly, then, parents often consider it pointless to sue.

In addition to free exercise of religion, the right of parents to control the rearing of their children is part of the "liberty" guaranteed by the Fourteenth Amendment. So far, however, courts have not interpreted this right to protect parents outraged by what their children are taught in school[4]

---

[1] Paul C. Vitz, Censorship: Evidence of Bias in Our Children's Textbooks 37 (1986) (quoting Frederick M King et al., Understanding Families 6 (1983))

[2] Smith v. Board of School Comm'rs, 655 F. Supp. 939, 1008 (S.D. Ala.) (quoting Connie R. Basse, Person to Person 300 (1981)), rev'd, 827 F.2d 684 (11th Cir. 1987).

[3] Some of these cases are listed in Dent *Of God and Caesar: The Free Exercise Rights of Public School Students*, 43 Case Western Reserve Law Review 707, 711 n. 30 (1993).

[4] This situation could be changed by the proposed Parental Rights and Responsibilities Act, which would, with certain exceptions, forbid federal, state and local governments to "interfere with . . . the right of a parent to direct the upbringing of the child of the parent."

In sum, for parents seeking to protect their children from odious public school activities, a suit to vindicate constitutional rights is unreliable and impractical.

III. The Religious Freedom Restoration Act Is Too New and Untested To Be a Reliable Protection for Parents

In 1993 Congress passed the Religious Freedom Restoration Act ("RFRA") in order to reinstate a meaningful right to free exercise of religion, which had been badly gutted by the Supreme Court in *Employment Division v. Smith*, 494 U.S. 872 (1990). The Act provides that "Government shall not substantially burden a person's exercise of religion [except] in furtherance of a compelling governmental interest [pursued by] the least restrictive means . . ."

I hope that RFRA will be construed to uphold the claims of parents like the plaintiffs in *Mozert*, but that result is by no means assured. To repeat, the reasoning of *Mozert* was that "mere exposure" of children to doctrines noxious to their faith did not "burden" their free exercise of religion. Since "RFRA" also requires a "substantial burden" on free exercise, a court could reach the same result as *Mozert* under the Act.

Of course, *Mozert* is not binding outside the Sixth Circuit. Moreover, the legislative history of RFRA suggests that Congress contemplated a broader definition of "substantial burden" than the one adopted by the court in *Mozert*. However, only a few cases have been decided under RFRA so far and it is too early to be confident that courts will construe the Act to protect parents in cases like *Mozert*.

IV. State and Local Law Confer Only Uneven Protection for Parents and School Children

Many states have statutes or regulations that exempt religious objectors from certain classes, such as physical education, sex and AIDS education.[5] Even in the absence of such laws, local schools often grant such exemptions. When no exemption is available through these channels, state courts sometimes permit parents to withdraw their children from offending classes.

This protection is inadequate in several respects. First, most exemption laws cover only specific classes. Parents who disapprove of other classes must seek administrative accommodation or sue. Both these options are burdensome to pursue and unreliable. Second, most exemptions extend only to religious objectors; they do not cover parents who have deep moral but nonreligious objections to some instruction. Moreover, many parents are unable to articulate their objections in religious terms. They may be truly pious but not sufficiently sophisticated theologically to explain to a bureaucrat or judge why a class violates their religious beliefs. Third, parents are not informed of their rights and often fail to realize that they could withdraw their children from objectionable classes.

Finally, most protective laws only permit a child to be excused from certain classes; they do not provide for alternative instruction. In a case like *Mozert*, where the texts used in the reading program were unacceptable to many parents, mere exemption from the offending classes would leave their children at a severe disadvantage because they would miss the entire reading course and would not learn to read well. Many parents endure instruction hostile to their religion rather than subject their children to such disadvantages.

V. Many Accommodations Are Not Administratively Intolerable or Inconsistent with Good Education

Many opponents of accommodating parental objections contend that accommodations would impose intolerable administrative burdens on public schools and deny the affected children necessary education. They raise a specter of children shuttling in and out of classes so much that schools become chaotic. These arguments are mostly wrong. In *Yoder* the Supreme Court acknowledged that public schools need not heed all parental objections. The state has a compelling interest in avoiding accommodations that would be excessively costly or that would deny children the learning needed to be effective citizens. Parents cannot insist, for example, that their children be illiterate.

Rarely, however, do parents request accommodations that would impair these compelling government interests. Even parents dissatisfied with a class hesitate to put themselves to the trouble and their children to the embarrassment of seeking exemption from the class; it is a remedy to which parents resort only in extreme cases. The numerous cases where students are excused from classes or activities without undue interruption shows that this is not too burdensome a remedy.

---

[5] For a description of these laws, see Martha M. McCarthy, A Delicate Balance: Church, States and the Schools 59–60 (1983).

Providing objecting children with alternative instruction is more difficult but can often be achieved without undue burden. The example of *Mozert* is informative. The schools there gave the children different readers, and teachers gave the children whatever time they could spare. Although these children did not receive equal attention, their parents accepted this accommodation. When the county school board learned of this, however, the board ordered the accommodation stopped. Thus an arrangement that was administratively manageable and satisfactory to all parties was halted, and there ensued several years of expensive litigation, strife among neighbors, and unhappiness and hardship for children whose only offense was to belong to a faith that objects to a series of readers.

State and federal laws now require public schools to make extraordinary efforts to accommodate children with physical and emotional handicaps. I'm not sure that these requirements are wise, but certainly if these requirements are being handled it is only decent that public schools be expected to make at least some small effort to accommodate children where necessary to preserve their constitutional right to religious freedom.

Conclusion

The rights of parents who object to some instruction of their children in public schools currently depends on an uneven, inadequate and confusing hodgepodge of federal, state and local law. As a result, parents are often unaware of their rights, and such rights as they do possess are often so limited and so difficult to assert as to be worthless. Further, in many cases parents have no right at all to shield their children from classes they find morally repellent. Thus, despite out nation's supposed commitment to religious freedom and to parental control of children, many parents have no means of protecting their children from instruction that is offensive to their moral and religious beliefs.

Chairman HOEKSTRA. Ms. Simon.

STATEMENT OF ANNE SIMON

Ms. SIMON. Chairman Hoekstra and Members of the Subcommittee on Oversight Investigations, I would like to begin by thanking you for the opportunity to be able to speak to you today and a chance to see my government in action.

We all wear different hats. I am a teacher, a daughter, my parents are here today, a wife, my husband also joins me and a mother. My two year old daughter could not be here today. I have her picture like any good mother and I think you'll all be happy that she's not here to interrupt us.

I am a friend, a sister and a Jew. At school, I also have many roles. I am a disciplinarian, counselor, helper and teacher. I have always wanted to be a teacher. Like countless little girls who would play school with my friends, only I was the one who had to be the teacher.

My older brother worked with the special needs population and after interning for a school for the deaf I decided to become a special education teacher as well. For the past five years I've been a learning center teacher in a suburban public school in Sudbury, Massachusetts. Lincoln–Sudbury Regional High School prides itself as having as a core value respecting human differences. However, on one November day during my first day at Lincoln–Sudbury, I learned that not all students were respective of human differences. On that day, two young women decided to show the school their new found love by holding hands in the halls. Something that different sex couples do all the time. As they were walking to schools, some students started teasing them, calling them names and shouting at them. I was sitting in my classroom when I heard the loud commotion in the hall. I went out to investigate and saw a circle of kids surrounding something. I asked a student what was

going on and she said, "It's disgusting. Two girls kissing." I broke through the circle and found the two girls clinging to each other, not out of love, but out of fear. Fearing for their safety, I quickly got the two girls into my office and called for a principal.

Our core value of respecting human differences was clearly not working and those two girls sobbing in my office was proof to me and to our administration. We set about trying to make our school a safer and more tolerant place. One of the first things we did was set up a faculty committee to discuss the harassment of gay and lesbian youth. We had speakers and learned that one out of every three gay teens attempt suicide during adolescence. We did research and reading on our own and discussed discrimination against gay and lesbians and how that would affect our students. Clergy and parents were invited in to speak to our group.

We then decided to open the group up to students. By listening to them we determined that we should poll the student body to determine the amount of harassment that was taking place in our school. In February of 1993, we asked students a number of questions including "How often have you heard homophobic remarks made at your school?" As you can see from the chart, a staggering 98 percent replied that they had heard them. When asked, "Would you be upset or offended if people thought you were gay, lesbian or bisexual?", 64 percent said yes. Just like any survey of high school students, we got a variety of comments. One student wrote, "Just keep them out of my sight and away from me." Another, "I hate them." There were some that thought a club should be formed or that homosexuality should be more frequently discussed. One student wrote, "I think it is right to have support groups if the people were teased or need to get it in the open, but I think it should be treated just like any club. If they get rowdy, they should discontinue the club. No special treatment, because that makes people feel that they are different."

From the survey, we determined that there was a need for a place where all students could get together to discuss discrimination against gays and lesbians and ways to end it. This club became our Gay–Straight Alliance and it meets just like any other club in our high school. We also involve parents in this discussion. We've provided the opportunity for parents who were concerned about this topic to voice their concerns. At our town meeting which occurs yearly, a motion was brought up to stop our efforts to have a Gay–Straight Alliance. This was voted down overwhelming by our community. It was clear that the majority of our community supported our efforts. After a lot of discussion, the entire community agreed this was an important topic. The following school year making Lincoln–Sudbury a safe place for gay and lesbian students became a school-wide goal.

But teachers often tell students to write from their own experience. I speak about this topic from witnessing the harassment that I've just spoken about, but I also speak from very personal experience. My sister is a lesbian. Emily came out to me when I was in high school. Although I wasn't the best student in the world, I was an outgoing friendly kid who got decent grades and came from a cohesive, loving family. Suddenly my world fell apart. My older sister, whom I loved more than anything had just told me this secret.

I will never forget the fights, the discussions and the trauma that my family went through. My grades suffered and I'm sure my teachers wondered what was going on. When my sister came out of the closet, I went in. I didn't have anyone to turn to. Had there been a place like our Gay–Straight Alliance, I would have been able to talk to other students. I would have known what faculty I could talk to. I would have felt safe enough to learn.

If you were to ask teachers to honestly say if they liked everyone of their students they would have to say no. But if you were to ask them if they still attempted to teach that student geometry or basketball or earth science, they would say of course, that it is their job. We are hired by our school committees to teach. I am not asking teachers, administrators or anyone who works in a school to like a student's homosexuality or to condone a student's parents' sexual orientation, but I am asking that they make their classroom a safe place and a place where every student regardless of sexual orientation can learn. After all, that is what we are hired to do.

I will teach my daughter that it is important to respect all human differences. In day care, I have included a picture of my sister and her partner in my daughter's family tree. I want her to be proud of her family and for others to see the love that her Aunt Emily has for her.

As a parent, I am my daughter's first teacher, but if I sent her to a school where she hears cruel, mean things about her beloved Aunt Emily, then what I have taught her becomes unraveled. At Lincoln–Sudbury graduation last June I was sitting with the faculty when a parent came up to me. I didn't recognize her until she said, "You don't know me, but I'm Michael's mother." Michael was a member of our Gay–Straight Alliance and had come out to his family during high school. She went on to say, "I just want to thank you for being so kind to my son. Without yours and others' support, I don't know if he would have made it through high school." A parent thanking a teacher for making it so that her son could learn and go on to college. Teachers go into teaching because they have a desire to help students learn and grow. They care deeply for their students and work very hard to teach them algebra or Shakespeare or U.S. history. Many are coaches and advisors to clubs or spend countless hours putting up bulletin boards and trying to create lesson plans that will inspire their students to develop those higher thinking skills.

All teachers want to create a safe environment for all students to learn and on graduation day last June, I heard the words that all teachers long to hear, that they had made a difference in one student's life.

I hope that when my daughter graduates from high school that there is no need for a Gay–Straight Alliance because our school will be a safe place for all students, regardless of their sexual orientation.

Thank you.

[The prepared statement of Anne Simon follows:]

STATEMENT OF ANNE SIMON

Chairman Hoekstra, and members of the Subcommittee on Oversight and Investigations, I would like to begin by thanking you for the opportunity to be able to speak to you today and for the chance to see my government in action.

We all wear different hats. I am a teacher, a daughter, a mother, and a wife. I am a friend, a sister, and a Jew. At school, I also have many roles. I am a disciplinarian, counselor, helper, and teacher. I have always wanted to be a teacher. Like countless little girls I would play school with my friends only I always had to be the Teacher. My older brother worked with a special needs population and after interning at a school for the deaf I decided to become a special education teacher. For the past five years I have been a learning center teacher at a suburban public school in Sudbury, Massachusetts. Lincoln–Sudbury Regional High School prides itself as having, as a core value, respecting human differences. However, on one November day during my first year at Lincoln–Sudbury I learned that not all students were respectful of human differences. On that day, two young women decided to show the school their new found love by holding hands in the halls, something that different sex couples do all the time. As they were walking to class some students started teasing them, calling them names, and shouting at them. I was sitting in my classroom when I heard a loud commotion in the corridor. I went out to investigate and saw a circle of kids surrounding something. I asked a student what was going on and she said, "It's disgusting, two girls kissing!" I broke through the circle and found the two girls clinging to each other not out of love but out of fear. Fearing for their safety, I quickly got the two girls into my office and called for a housemaster.

Our core value of respecting human differences was clearly not working and those two girls sobbing in my office was proof to me and to our administration. We set about trying to make our school a safer and more tolerant place. One of the first things we did was set up a faculty committee to discuss the harassment of gay and lesbian youth. We had speakers and learned that one out of every three gay teens attempts suicide during adolescence. We did research and reading on our own and discussed homophobia, which is hatred of people who are gay or lesbian. Clergy and parents were invited in to speak to our group. We then decided to open the group up to students. By listening to them we determined that we should poll the student body to determine the amount of harassment that was taking place in the school. In February of 1993 we asked students a number of questions including "How often have you heard homophobic remarks made at your school?" A staggering 98 percent replied that they had heard them. When asked "Would you be upset or afraid if people thought you were gay, lesbian, or bisexual?" 64 percent said yes. Just like any survey of high school students we got a variety of comments. One student wrote, ". . . just keep them out of my sight and away from me.", another "I hate them." There were some that thought a club should be formed or that homosexuality should be more frequently discussed. "I think that it is right to have support groups if the people were teased or need to get it in the open. But I think it should be treated like any club; if they get rowdy they should discontinue the club. No special treatment because that makes people think they are different."

From the survey we determined that there was a need for a place where students could get together to discuss homophobia and ways to end it. This club became our Gay–Straight Alliance and it meets just like any other club. We also involved parents in this discussion. We provided the opportunity for parents who were concerned about this topic to voice their concerns. At our town meeting which occurs yearly, a motion was brought up to stop our efforts to have a Gay–Straight Alliance. This warrant article failed overwhelmingly. It was clear that the majority of our community supported our efforts. After a lot of discussion the entire community agreed that it was an important topic and the following school year making Lincoln–Sudbury a safer place for Gay and Lesbian students became a school wide goal.

Teachers often tell students to write from their own experiences. I speak about this topic from witnessing the harassment that I've just spoken about but I also speak from personal experience. My sister is a lesbian. Emily came out to me when I was in high school. Although I wasn't the best student in the world, I was an outgoing, friendly kid who got decent grades and came from a cohesive, loving family. Suddenly my world fell apart. My older sister whom I loved more than anyone had just told me this secret. I will never forget the fights, the discussions, and the trauma my family went through. My grades suffered and I'm sure my teachers wondered what was going on. When my sister came out of the closet, I went in. I didn't have anyone to turn to. Had there been a place like our Gay–Straight Alliance I would have been able to talk to other students, I would have known what faculty I could talk to, I would have felt safe enough to learn.

If you were to ask teachers to honestly say if they liked every one of their students they would have to say no. But if you were to ask them if they still attempted to teach that student geometry, basketball, or earth science they would say of course, that it is their job. We are hired by our school committees to teach. I am not asking teachers, administrators or anyone who works in a school to like a stu-

BEST COPY AVAILABLE

dent's homosexuality, or to condone a student's parents' sexual orientation. I am asking that they make their classroom a safe place and a place where every student regardless of sexual orientation can learn. After all, that is what they were hired to do.

I will teach my daughter that it is important to respect all human differences. In day care I have included a picture of my sister and her partner in my daughter's family tree. I want her to be proud of her family and for others to see the love that her aunt has for her. As a parent I am my daughter's first teacher. But if I send her to a school where she hears cruel, mean things about her beloved aunt Emily then what I have taught her becomes unraveled.

At Lincoln–Sudbury's graduation last June I was sitting with the faculty when a parent came up to me. I didn't recognize her until she said, "You don't know me but I'm Michael's mother. I just want to thank you for being so kind to my son. Without your and others' support I don't know if he would have made it through Lincoln–Sudbury." Michael was a member of the Gay–Straight Alliance and came out to his family during high school. A parent thanking a teacher for making it so that her son could learn and go on to college. Teachers go into teaching because they have the desire to help students learn and grow. They care deeply for their students and work very hard to teach them algebra or Shakespeare or U.S. history. Many are coaches and advisors to clubs, or spend countless hours putting up bulletin boards and trying to create lesson plans that will inspire their students to develop higher thinking skills. All teachers want to create a safe environment for all students to learn. Graduation day last June I heard the words that all teachers long to hear—that they had made a difference in a student's life. I hope that when my daughter is graduating from High School that there is no need for a Gay–Straight Alliance because our hard work of teaching tolerance and respect for difference will be the norm and that all schools are a safe place to learn for all students regardless of their sexual orientation.

Anne Simon
27 Electric Avenue
Somerville, MA 02144
(617) 625-9521

Education

1991 Wheelock College, Boston, MA. M.Ed. in School Leadership. Certification as Special Education Administrator and K-8 Principal.

1985 Carroll School, Lincoln, MA. Orton-Gillingham Institute.

1983 Boston University, Boston, MA. B.S. in Education. Certification in Special and Elementary Education.

Teaching and Administrative Experience

1991-present Lincoln-Sudbury Regional High School, Sudbury, MA. Learning Specialist, grades 9-12. Duties include testing and evaluations; advisor to school Gay/Straight Alliance.

1991 Cambridge Public Schools, Cambridge, MA. Administrative Intern, Bureau of Pupil Services, 1/91-3/91. Administrative Intern, Peabody School, 3/91-5/91.

1986-1990 Lenox Public Schools, Lenox, MA. Resource Room Teacher and Tutor-Learning Disabilities Specialist, grades 6-12.

1984-1986 Carroll School, Lincoln, MA. Math and science teacher for third/fourth grade in school for the learning disabled.

Jan.-June, 1983 American School in London, England. Student teacher in sixth grade classroom.

Other Experience

1995-present National Board Member, GLSTN (Gay, Lesbian, and Straight Teachers Network)

1994-1995Steering Committee Chair, GLSTN/Boston

1993-1995 Consultant, Massachusetts Department of Education. Developed and delivered teacher training program for making schools safe for gay and lesbian youth.

1990-present Educational therapist with the Learning Disabilities Network.

1983-1990 Tutorial services for learning disabled students.

Summer, 1987 Recipient of a Horace Mann Grant to teach the Orton-Gillingham technique to parents and teachers in Berkshire County.

Summer, 1986 Attended The Outward Bound Adventure Program for educators on Hurricane Island in Maine.

Chairman HOEKSTRA. Thank you. Thank you very much for that testimony. Dr. Storm.

STATEMENT OF DR. STORM

Mr. STORM. Good morning, Mr. Chairman. And thank you for the opportunity to speak to you today about the issue of parents, schools and values.

I've been in education for 27 years, as a teacher, as a psychologist and as a central administrator. In these various roles, I deal on a daily basis and I have dealt over the years with the issues of parents, schools and values. I think that the most important value that I can emphasize here today is the health and wellness of our young people.

Adolescence starts a variety of development changes and challenges. Biologically, they are facing sexual arousal. They have a desire to experiment. They have less reliance on parents and more reliance on peers. They have the challenges of negotiating new demands and pressures. Part of being a teenager is taking risks. Teenagers consider themselves immortal and invincible and the risks that they take with sexual behavior can be dangerous and deadly. Having unprotected sex is like playing Russian roulette. They may be okay or they may not.

Fortunately, sexually transmitted diseases can be cured, however, no one has yet been cured of AIDS. Parents seek help from the schools for these children and the schools need to respond by providing accurate, developmentally appropriate information for their children. It's very, very sad for me to deal with the parent who comes to me and asks for help for her 12 year old child who is pregnant. People do not want to hear about children 11, 12 and 13 years old being sexually active. I can tell you that in my school district we deal with between 5 and 10 middle school children who are pregnant every year. Unfortunately, at this point, we can only provide intervention. We are no longer providing prevention once a child is pregnant.

Sexuality education programs must serve to protect children and the tremendous risks to health and well-being that they face every day. Some argue that schools are not the appropriate place for sex education and I very vigorously argue that schools are the appropriate place where we can focus on what is best for children so that their fundamental rights and values are guaranteed. They do need developmentally appropriate, comprehensive health and sexuality education in order to promote sound mental and physical health.

Therefore, it's not a question of whether to teach sexuality education, but how that sexuality education should be done.

Please allow me to jump to the how of how our district does this. In Sunnyside Unified School District in Tucson when questions about morals and values arrive in public schools, it's the role of the local community to decide how to address these issues and to what extent it should be discussed or should not be discussed in the public school setting.

In 1988, the legislation in the State of Arizona decided that the State would approve sexuality education curricula for the various districts. In 1989, they reversed themselves, realizing that the State had no business trying to interfere with local communities as

far as what should be taught. In 1989, we had to redo our sexuality and comprehensive education curriculum. At that point, I convened a group of parents, teachers, mental health and health professionals to draft the curriculum. All of these people, including a variety of parents were involved in that preparation. After the curriculum was done and materials were made available for review and they were—I charged open hearings and then the curriculum was taken to the school board for approval. All of these steps were taken to insure parental involvement at the local level.

Every year, when we are approaching the unit on sexuality education, we send home a letter to parents stating what we will be teaching. We invite them to come and review the materials that will be taught and after that review of materials, if they want their child to participate in that education they must sign a consent form for their child to opt into that program and I believe that this is what we need to do.

Our children deserve the best education they can get. They also deserve the fundamental freedom and values that allow them a healthy and safe learning environment. This must include comprehensive sexuality education and these programs are best developed and administered on the local level. As with the majority of school districts, our districts uses no State or Federal funds for any part of our sexuality education program. I am very concerned about the possibility of Federal mandates related to sexuality education and controversial value issues which could usurp the ability of local school districts to provide such necessary programs. Such mandates would also take away control from the parents who are involved in the development of these programs.

I recommend that Congress not adopt any additional mandates which would keep school districts from providing the best possible local education in their areas.

Thank you.

[The prepared statement of Alan Storm follows:]

STATEMENT OF ALAN L. STORM, PH.D.

Good morning, Mr. Chairman and members of the Subcommittee. My name is Alan Storm, Ph.D., and I am the Director of Student Services for the Sunnyside Unified School District in Tucson, Arizona. Although my Ph.D. is in the field of Psychology, I have spent the past 27 years in public education serving as a high school teacher, university teacher, school psychologist, and central administrator. In my current administrative role, I have responsibility for many programs. I am responsible for the comprehensive health, mental health, and wellness of 14,500 students. I also manage the teenage parent program, the K-12 sexuality education program, and the K-12 HIV/AIDS curriculum, among many other areas of responsibility. I am pleased to be here today, and I thank the committee for this opportunity to speak to you about these programs and their impact on the health and wellness of our young people.

Every day I interact with parents who come to the school district seeking help because their teenaged child is pregnant, and needs help through our teenage parent programs. Some of these pregnant students are as young as 11 or 12 years old—babies having babies. During the past few years I have also been involved with helping students with AIDS to ensure that they receive a free, appropriate public education, and have then watched these same students die of their disease. I have watched their parents, siblings, and other loved ones suffer through this terrible illness. I therefore am very familiar with the problems that face teens and their parents, as well as with ways in which we in my school district have attempted to address these problems.

In terms of health and sexuality education, the question can no longer be whether or not these issues should be taught, but, rather, HOW they should be taught. Other

school districts agree. Currently, more than 93 percent of all public high schools offer courses on sexuality or HIV/AIDS, and more than 500 middle and high schools have school-linked health clinics (Kirby, 1994). Parents also agree. Polls show that between 80-90 percent of parents believe that HIV/AIDS education should take place in the schools. Many other parents believe that we should do more to address these issues.

When balancing concerns of parents, schools, and values, I believe in the following set of guiding principles:

- All children should have an equal opportunity to a good education;
- Schools should be safe and productive learning environments for all students;
- All children should be provided with accurate information to help them stay safe and healthy;
- Schools have a responsibility to contribute to the physical and psychological wellbeing of all of their students;
- Parents should play an active role in developing curricula, programs and policies, and should be provided with accurate psychological and medical information to guide this process.

Why Teach Information About Health and Sexuality in Schools?

Adolescence is a period of growth and experimentation. Many adolescents do not have a well-developed future orientation, and feel "invincible." Media images and peer pressures enhance tendencies toward risk-taking, and as a result, adolescents may place their health and mental health at-risk. Much of this risk comes through sexual behavior. Approximately 30 percent of teens aged 14 to 15 report having had sex, and 80 percent of those aged 18 to 21. As a result, every year about 1 million adolescents in the U.S. get pregnant, and three million acquire a sexually-transmitted disease.

To combat these trends, many parents have turned to the school system for help. A number of my parents have told me that they find it difficult to talk to their children about sexuality, and they worry about providing accurate information. Many parents ask for help after it is too late. It is very sad to speak to parents who are seeking help for their pregnant teenaged child—it would have been so much better to intervene before the pregnancy occurred. I therefore work with parents to devise school programs that address their children's needs.

I would argue that schools are absolutely the appropriate venue for comprehensive health and sexuality education. In schools, children can receive full and accurate information and support about the importance of abstinence, or about how to protect themselves if they should choose to become sexually active. Our parents support the schools' role in this area.

Do Health and Sexuality Education Programs Work to Reduce Risk?

We have found that comprehensive, multi-faceted, developmentally-appropriate health and sexuality education works best to promote sound mental and physical health among children. These programs teach the basic biological mechanisms of conception, the importance of abstinence in providing 100 percent protection against pregnancy and sexually transmitted diseases, the how-to's of using contraception, and the communication skills necessary to enable adolescents to say no to their partner or to discuss practical issues of contraception. Of course, program content is geared to developmentally appropriate levels for children. Aspects of sexual intercourse are not discussed with youth who are too young (i.e., primary and middle school children) to understand these concepts. We do, however, provide HIV/AIDS education to children as young as 4-5 years. In these programs, we teach them critical information that helps them to reduce risk, such as not to touch another child's blood, and not to touch fluids that are not their own.

Occasionally, parents express concerns to me that they fear that HIV/AIDS education will expose teens to information about sex that will encourage them to become sexually active. I'm pleased to be able to tell them that research shows that this is not the case. A comprehensive review of 23 AIDS education programs, for example, found that teens who received AIDS education were less likely to engage in sex, and those who did engaged in sexual activity less often and were more likely to have safer sex than teens who were not exposed to these programs (Kirby, 1994). Moreover, abstinence-only programs have shown no effectiveness in postponing or decreasing sexual activity (Brown and Eisenberg, 1995).

What are the Roles of Parents in the Development of Health and Sexuality Education Programs?

When questions of morals and values arise, it should be the role of the local communities to decide what those are, and to what extent they should be discussed in a public school setting. When my school district was preparing its K-12 comprehen-

sive health, sexuality, and HIV/AIDS education curriculum, we used parents on the curriculum development committee, along with teachers, physicians, and mental health professionals. When the curriculum materials were finished, we made them available for public review and comment for several weeks. We then held two public hearings about the material, taking both positive and negative comments. I chaired these hearings, and noted a surprisingly small number of parents who vocalized negative arguments about the curriculum and materials. I then presented the materials to the school board, along with information presented at the public hearing, and the board adopted the curriculum.

Our district allows parents to keep their children from participating in this curriculum if that is their choice. Each year, however, fewer than 1 percent of our parents request that their children NOT participate in the comprehensive sexuality and HIV/AIDS education programs. That leaves 99 percent of the district parents who approve of, and want their children participating in our comprehensive sexuality and HIV/AIDS curriculum.

I have come to the following conclusions from this experience:

- Parents, teachers, school administrators, community leaders, health and mental health professionals, and others interested in child health and mental health should all be active participants in the establishment of school health and sexuality education policies and programs. All participants should base program and policy decisions on accurate psychological and medical information.
- Current federal law restricts the uses of federal funds in school health and sexuality education, and encourages local control. Further federal intervention is unwarranted, because it usurps control from school boards and parents.

In summary, a comprehensive risk prevention strategy uses multiple elements to protect as many of those at risk of pregnancy and STD/HIV infection as possible. These programs are consistent with our philosophy that children deserve the best education they can get. Children also deserve the fundamental freedoms that allow them a healthy, safe learning environment. This must include comprehensive sexuality education.

As with most school districts, our district uses no federal or state dollars to fund these programs. Our health and sexuality education programs are best developed at the community level, as locally-developed programs are the most effective for our students. I am very concerned, however, about the possibility of federal mandates related to sexuality education and controversial values issues which could usurp the ability of the local school district to provide necessary programs. Mandates would also take control away from the parents who are involved in the development of such programs. I recommend that Congress not adopt any additional mandates which would keep school districts from providing the best possible education in these areas.

Thank you very much.

REFERENCES

Kirby, D. (1994). Sex Education in the Schools. Menlo Park, CA: Henry J. Kaiser Family Foundation.

Brown, S.S., & Eisenberg, L., Editors (1995). The Best Intentions: Unintended Pregnancy and the Well-Being of Children and Families. Washington, D.C.: National Academy Press.

Chairman HOEKSTRA. Thank you, Dr. Storm. I think I can assure you that it is highly unlikely that this Congress will develop or approve additional mandates to the local schools or to State school districts that would take any authority away from the local school districts or from parents in the best way to educate their kids. You can rest assure on that point.

How much time do you spend talking to parents?

Ms. SIMON. About what? My students personally or about the Gay–Straight Alliance?

Chairman HOEKSTRA. It's obvious that you advocated a message of tolerance, a fundamental right which I would guess you apply to a whole series of issues not only the gay-lesbian issue, it's the kids that have learning disabilities, kids that have physical disabilities. My guess is that you have a lot of interaction with parents?

Ms. SIMON. I spend a great deal of time talking to parents. I'm quite fortunate to be in a school system that provides me with a telephone, something I know that's quite rare in many other school systems and I would say I spend approximately out of my six hours of school, maybe an hour and a half a day talking to parents. It's a lot, real lot.

Chairman HOEKSTRA. How many kids do you see in a day?

Ms. SIMON. I have a case load, I work four days a week and I have a case load of 30 students.

Chairman HOEKSTRA. So that is a lot of time talking, an opportunity for what a number of parents on the first panel talked about, what Dr. Bennett and the other witness that we had yesterday, a lot of opportunity to do a couple of things, to share with parents what's going on in the classroom, what kind of fundamental values that you are trying to reinforce through being a role model for those kids and at the same time I would guess it's a two-way street where you're getting a lot of feedback from them about how they would like these issues dealt with, so that you are better prepared to reflect in a constructive way that they're not surprised and actually very supportive of what you're doing in the classroom. Is that accurate?

Ms. SIMON. That's quite accurate. Actually, I haven't heard from that many parents about the Gay–Straight Alliance and the reason being, I think my principal has talked to them when need be and also because we've had such support in the community, that there's not that great a concern. Unfortunately, sir, parents only contact you when they're really worried about something, not to give you a pat on the back.

Chairman HOEKSTRA. They probably understand who you are and how you're dealing with very complicated and difficult issues I would guess.

Ms. SIMON. I would hope.

Chairman HOEKSTRA. Dr. Storm, I assume that the process that you have put in place in Tucson appears to be working towards that same type of process of building the trust between the parents and schools and I commend you for that process.

Mr. Dent, we've heard this morning on the earlier panel where this process may not necessarily be in place, we're not having that kind of dialogue between parents and teachers or parents and school districts or whatever it is, people talking with each other. I mean are parents at that significant of a disadvantage? Is the process unreliable and impractical for parents?

Mr. DENT. I think you heard some testimony this morning about parents bringing suit to have their children excused from classrooms that offended their religious beliefs and the courts turned them down.

Chairman HOEKSTRA. How long would a case take to place out, typically?

Mr. DENT. Years, and obviously you hear your child is going to have a class on how to use condoms next week and you bring a suit and four years later you get a judgment in your favor, the class is long over. The damage is done.

Chairman HOEKSTRA. Okay. Thank you. Mr. Sawyer.

Mr. SAWYER. Thank you, Mr. Chairman. I can appreciate the difficulty of having to struggle through decisions that sometimes take a long time and may at best be limited in their scope when the decision is finally rendered, sometimes thankfully limited and sometimes incredibly limited, but that's really not my concern at this point and I'm not sure that I have a question, although I guess I do have a question for Ms. Simon.

It seems to me that one of the things that we're concerned about, one of the pathways that lead back to us is whether or not the flow of funding in one way or another makes difficult the authority of local control that is not just implicit, but explicit in a variety of settings of the work of this committee. We had asked the CDC in particular to prepare a line of inquiry with responses to deal with their particular process and funding.

Mr. Chairman, my understanding is that they are preparing more formal testimony that they would like to submit for the record. It's sometime soon.

Chairman HOEKSTRA. That's okay, as long as it's not that pile you held up before.

Mr. SAWYER. I understand that, Mr. Chairman. I wouldn't burden the committee record with that. The fact of the matter is I didn't even burden the committee record with Dr. Ganyon's entire article from 1988. But I would welcome the chance, if I could, to submit that line of inquiry that does deal directly with the decision process and the funding process for the Center for Disease Control.

Finally, I turn to Ms. Simon to ask you, how do you fund the work that is done by the Alliance?

Ms. SIMON. Just like any high school organization, primarily, car washes and bake sales.

Mr. SAWYER. Car washes and bake sales. You don't do it the way the Defense Department does it?

Ms. SIMON. No.

Mr. SAWYER. Thank you, Mr. Chairman.

Chairman HOEKSTRA. Is Mr. Fawell here? No. Mr. Gunderson.

Mr. GUNDERSON. Thank you very much, Mr. Chairman. Let me reiterate what we said to the first panel. I thank all of you for being here and for your contributions today.

I'll try to be brief as well. Ms. Connelly, I'm a little confused about your statement. Are you against Ryan White?

Ms. CONNELLY. Yes sir, I am.

Mr. GUNDERSON. You are.

Ms. CONNELLY. I know how those funds were used. They're not being used to provide services in case management to people with AIDS. They call me and say they're turned away from the agencies who have received those funds because they have funds or staff.

Mr. GUNDERSON. Would you do me a favor?

Ms. CONNELLY. Yes.

Mr. GUNDERSON. Would you give me the name of any individual who has been turned away from an agency of the Ryan White fund?

Ms. CONNELLY. I'll ask them to contact you. I will not give you their names.

Mr. GUNDERSON. That's fine. That should not happen. You indicate that there is no public accountability for AIDS funding?

Ms. CONNELLY. For charitable nonprofit which I head, yes.

Mr. GUNDERSON. Didn't your organization receive some AIDS funding?

Ms. CONNELLY. Yes, we do.

Mr. GUNDERSON. And wasn't that funding cut off?

Ms. CONNELLY. No, we rescinded the grant because they wanted us to use our gay center as a gay whore house and we refused to fulfill that requirement. The only way you can teach safer sex, they said, is to provide a meeting place for the men, condoms and lubricants and access to a sexual partner.

Mr. GUNDERSON. Well——

Ms. CONNELLY. It's not in the paperwork, sir. This was said verbally to nine members of my Board of Directors.

Mr. GUNDERSON. Well, let's see if we can get this clear. You were also a part of the Ventura County AIDS Commission. Is that correct?

Ms. CONNELLY. There's an HIV Consortium. Is that what you're talking about?

Mr. GUNDERSON. Yes.

Ms. CONNELLY. Yes.

Mr. GUNDERSON. And if I'm correct, you are no longer a part of that?

Ms. CONNELLY. That's correct.

Mr. GUNDERSON. Was that your decision or theirs?

Ms. CONNELLY. I was unanimously expelled because I reported that AIDS care which received $90,000 in Federal grants that year was using the money to send their Board of Directors to Hawaii and to set up a gay and lesbian center and the center in Ventura. That's where the staff were. The consequence of that, AIDS care lost all of their funding for one year. We're now back in charge of the consortium.

Mr. GUNDERSON. If I am correct, you asked Congressman Gallaguy to investigate AIDS care?

Ms. CONNELLY. Yes.

Mr. GUNDERSON. And Congressman Gallaguy came back to you and told you that there was no Federal funding for AIDS care, is that correct?

Ms. CONNELLY. Originally, because the subcontracts did not show up in the computer records. When it was investigated further, they found out that AIDS care indeed received four subcontracts in Federal funds. It's the subcontracting process that drops these CBOs off the record.

Mr. GUNDERSON. Who did they receive those subcontracts through?

Ms. CONNELLY. Who did they receive them through, the HIV Consortium which gets its money——

Mr. GUNDERSON. Did Ventura County?

Ms. CONNELLY. Ventura County HIV Consortium which gets its money from the State Office of AIDs which gets its money from the Department of Health, Education and Welfare.

Mr. GUNDERSON. Will you share with us the evidence that they got Federal money?

Ms. CONNELLY. Certainly.

Mr. GUNDERSON. I appreciate it.

Ms. CONNELLY. In your packet there, the Ryan White Care Act Consortium distribution is one of the exhibits in your package.

Mr. GUNDERSON. I need more. That's not adequate. I need more information. Thank you, Mr. Chairman.

Chairman HOEKSTRA. Thank you. Can we work with you Ms. Connelly, in getting that additional information, further requests that Mr. Gunderson asked for in the coming days?

Ms. CONNELLY. Absolutely.

Chairman HOEKSTRA. Thank you. Mr. Reed?

Mr. REED. Thank you, Mr. Chairman. First, Dr. Storm, as an educator, we've been focusing a lot on the parents which is a very important part of this whole equation, but I'm just wondering, the youngsters themselves, do you sense that they really want some information from a knowledgeable and thoughtful adult in terms of these issues of sexuality? Is that your impression?

Mr. STORM. Very definitely. And we have review committees every year to review some of the material that's been done and it includes both parents and students and very clearly what both parents and students are telling us sometimes when they review these materials is that the materials don't go far enough, that they need to go further.

Mr. REED. Another issue is that in default of the type of responsible and professional teaching material that you prepare in consultation with the parents, where do kids get this information? You've been in education how many years?

Mr. STORM. Twenty-seven.

Mr. REED. Do you have any ideas where they get this information, otherwise?

Mr. STORM. Very definitely. On the streets. It's inaccurate, partial information. Some students get it from their parents which is admirable when it's correct and full knowledge.

Mr. REED. As an education professional, I'm sure you've faced the quandary of what about those parents who for one reason or another don't provide any information. I'm sure you've thought of ways of involving them. Have you found a way that's sort of universally effective, so that every parent will give the information that schools don't? I realize that's almost a rhetorical question.

Mr. STORM. There are some parents who choose not to have their children in the program. What I need to tell you is that for the past seven years, less than 1 percent of the parents in the district have opted to not have their children participate in that sex education curriculum which indicates to me, obviously, 99 percent of the parents do have their children participate. I can't tell you that I have a way of involving that 1 percent of parents.

Mr. REED. Thank you. Ms. Connelly, I want to follow up with some questions raised by Mr. Gunderson with respect to your written testimony which states that over $3 billion a year in Federal funds trickle down. Do you have any documentation of that that's specific? It's easy to say that.

Ms. CONNELLY. I challenge you to find the documentation where that money goes. I call this from the gay publications that I receive in my office every day, over 100 from all over the country. The Gay Yellow Pages list 15,000 organizations in the United States that are gay and lesbian organizations. Approximately 60 percent of

those organizations, I used a formula where I checked in areas that I know which ones were section 501(c)(3) charitable nonprofits and came out with about 60 percent of 15,000 which came down to 8,000 organizations. I know that when the Human Rights Campaign funds sends out a fax like on this hearing, they have about 8,000 centers across the United States that they send it to. Those organizations, in turn, fax information about political events to their mailing lists across the country and they have your phone numbers, your fax numbers, your addresses on them and what position they should take on the issues. This is a lobby that can work overnight. They've already distributed information on me to people who are here today and they only found out at noon yesterday that I was going to be a witness here.

Mr. REED. I think this is an estimate on your part.

Ms. CONNELLY. It's an estimate, yeah, but I challenge anyone to find out where those funds are going because it's deliberately set up. Over the last eight years, this process has been going to, since the late 1980s, using the charitable nonprofits to receive public funds which don't appear on the record.

Mr. REED. In your written testimony you characterized other agencies providing HIV services like yours in a, let me say, pejorative way. Reading a description of some of the activities that you provide at your center, would you yourself feel that you could be unfairly characterized by people who had animus thoughts toward this whole topic?

Ms. CONNELLY. Until we canceled our AIDS contracts two years ago we specifically served gay and lesbian people, their family and friends. We have now branched out into other activities.

Mr. REED. But in that service did you provide a meeting place for people?

Ms. CONNELLY. No, we provided a meeting place, but we refused to provide a place where they could have sexual encounters.

Mr. REED. I'm not suggesting that. But did you provide a place where you would invite them to come for recreational activities?

Ms. CONNELLY. And they were facilitated by Board Members. We never allowed anyone access to the Center unless they were supervised by Board Members.

Mr. REED. It would seem to me that that's probably the case in many of the places you object to and not all, and I also think it's somewhat ironic that someone of ill will could probably characterize what you were doing in the same way you characterize these other places?

Ms. CONNELLY. Three years ago I would have been on the other side of this question, sir. I'm a psychotherapist, too, and my clients tell me what goes on at the centers when the Board of Directors and the Executive Director aren't there.

Mr. REED. Thank you.

Chairman HOEKSTRA. Thank you. Dr. Weldon.

Mr. WELDON. Thank you, Mr. Chairman and I would like to thank all the witnesses and I'd just like to clarify one point made by Dr. Storm. I enjoyed your oral comments. It sounded like the way things are being handled in your area is fairly good. I haven't read your written testimony yet.

It's a minor issue maybe in the overall spectrum of what we're trying to discuss today, but you said that sexually transmitted diseases, except for AIDS are curable. And that's not quite accurate. I'm sure, as you know, herpes simplex type II is manageable, but not curable and even though Chlamydia can be cured quote unquote, it can lead to significant fallopian tube scarring and long-term infertility problems and I just wanted to clarify that for the record and I don't personally think in sex education courses in our Nation those kind of issues are brought up enough. I think there is a misconception on the part of a lot of people that sexually transmitted diseases except for AIDs are relatively easily managed and curable and just to amplify on that a little bit, herpes simplex, as I mentioned earlier, I've managed a lot of AIDs patients for years and years before I came here. Herpes simplex, in the setting of AIDs, can be very, very difficult to manage. It can be extremely painful and I think we need more of that kind of education going on.

I just want to direct my questioning, I want to go to Ms. Connelly, if I may, and there was a full page ad in the Los Angeles Times yesterday and I have a copy of it with me here and it was very critical of these hearings, much less even having the hearings and the headline in the ad is Today Congress Reopens One of the Darkest Chapters in U.S. History. Just regarding the tone of this article, I personally think this is a misrepresentation of what we're trying to do here. We're trying to, I would say, reclaim the role of parents in the educational process of their kids and how we go about doing that, beyond having these hearings, I'm not sure, but I think that needs to be rekindled. I guess my question to you is you implied that Federal dollars are used for a lot of the activities of all these organizations and do you suspect Federal dollars were used actually for something like this?

Ms. CONNELLY. At the bottom of that ad it is sponsored by the Gay and Lesbian Resource Center of Los Angeles which is a charitable nonprofit. Their fiscal budget for this year is $28 million. Eighteen million of those dollars from their own newsletter are Federal funds that have been subcontracted down to them. How are you going to tell whether that ad was paid for with Federal funds or with private donations? It's part of what they do is to lobby.

Mr. WELDON. I would just like to say for the record I find that to be very disturbing. I know when I was campaigning last year, one of the people who came up to me was a painter. His name was Dave Exley. He showed me a stirring stick that he had been using for five years, rather than buy a new stirring stick every time he goes on another job. He saves five cents a day. He showed me his little calculations about how much money he had saved over the previous five years and he said to me, "I want you to manage my tax dollars the way I manage my money and my business." If that is the case, I think we need to look at some of these programs and how these Federal dollars are being used.

I'm running out of time and I would just like to direct a question to Ms. Simon, if I may. It sounds like in your school district you've handled a lot of the disputes well and this is a tough question and I'm just interested to hear how you would answer it.

I had a lot of homosexual patients and I treated them with full respect and dignity that I treated all my patients. And I'm glad to see you were able to wrestle with some of those issues effectively. You've talked about teen suicide being a terrible problem and I agree, that is a terrible problem and it's a terrible problem whether the student is homosexual or not. My guess is there are hundreds more people dying of AIDs then there are of teen suicide from being persecuted as being homosexual. I know according to the studies that I read, and I still read the medical journals, I think 1 in 8 young male homosexuals arriving in San Francisco converts to HIV positive within the first one to two years of arriving to the town and what is the greater tragedy? The fine line that you cross is you don't want people to be intolerant and be abusive, but on the other hand, if you're saying that this is okay and this okay and they continue in that vein and they develop an incurable disease and I think it has a lot of bearing on public policy and tax policy when the vast majority of them end up on Medicare and Medicaid and cost the taxpayers billions of dollars every year. I know it's a tough question and you sound like a very smart lady and you could handle it.

Ms. SIMON. I think I would like to try to answer the question.

Chairman HOEKSTRA. Briefly.

Ms. SIMON. Briefly. All right. What it's all about is teaching safety and teaching about self-esteem. If kids are hearing evil things said to them, being called fag or dyke or queer in the hallways, then their self-esteem diminishes. When students and kids' self-esteem diminishes, what happens, you go out there and think I'm not worth anything so I might as well engage in unsafe sexual activity. So the two really do have a correlation, see, because I'm teaching about feeling good about yourself and feeling safe in a school so that you can go out and become a good person. Brief?

Chairman HOEKSTRA. Agreed, and I think you're doing that on a whole series of issues, correct?

Mr. Beccerra. Excuse me, Mr. Fattah. We'll go to the subcommittee Members first.

Mr. FATTAH. Thank you, Mr. Chairman. Just to try to clean up the record, the ad that was referenced about the Member of the committee that just preceded me, there's no evidence that anyone presented to the committee that that was paid for by taxpayers' dollars. I heard him say he was disturbed by it as to asking you whether or not it was possible that it was paid for by taxpayer dollars, but there's no evidence that that ad was paid for by Federal dollars whatsoever and if there is, I think it should be presented to the committee. We should not cast aspersions without facts. We have a responsibility, I believe, as Members of the Congress, and I think the Chairman has done a magnificent job trying to have this be a fair hearing.

And I do want to ask you a question, Ms. Connelly. First of all, we have this grid of nonprofit groups that have been set up in that they are without public accountability and they cannot be sued. Why do you believe they can't be sued? Where do you get that from?

Ms. CONNELLY. When I try to take action against the AIDS Care three years ago I was told to contact the State franchise board. The

State franchise board told me that they had no investigatory staff and to call the Consumer Complaints Department. I called the Consumer Complaints Department and they said they were backlogged for years and they were only taking complaints from State officials. There is no recourse. It is against the law for a private individual to sue a charitable nonprofit. They are exempt from all these laws.

Mr. FATTAH. Do you want me to start over again? Can you give to the committee or cite what law where that prohibits you from filing a suit against a section 501(c)(3)?

Ms. CONNELLY. Only the Attorney General of the State can initiate a lawsuit against a charitable nonprofit.

Mr. FATTAH. Is this a unique situation in California?

Ms. CONNELLY. That I do not know. The only requirement——

Mr. FATTAH. Are all 8,000 of these groups in California that you reference?

Ms. CONNELLY. No, they're across the country.

Mr. FATTAH. Okay, so are you suggesting that across the country that you don't have the right to sue section 501(c)(3) organizations, nonprofits?

Ms. CONNELLY. I assume the laws are uniform since they're under the IRS Code.

Mr. FATTAH. Do you have any documentation, has anyone ever told you this?

Ms. CONNELLY. Yeah, I have a whole workbook for charitable nonprofits that I took. As long as we maintain a half million dollars of liability insurance, we can't be sued and we can't be sued as an individual.

Mr. FATTAH. Mr. Chairman, I would invite the witness to share with the committee any factual information in that regard because nonprofits, as far as I can tell, are in fact, you can litigate if you have some point of contention.

I was wondering about that. Maybe it's different in California.

Ms. CONNELLY. Through the Attorney General in California is the only way.

Mr. FATTAH. Well, again, if you're saying that in California this is a unique situation, then we should reference that in your testimony, but if it's the situation in 49 other States that it's not so, I'm not even sure it's so in California and unfortunately I don't represent that great State. I represent Pennsylvania, but I would like to know and if any of the other witnesses can share information on this point, I'd be glad to hear from them.

Ms. CONNELLY. I'm sorry, the purpose of the law was well intentioned. It was to protect charitable nonprofits from frivolous lawsuits.

Mr. DENT. I think, Congressman, the point is not that there is a law exempting them from lawsuits, but frankly that a citizen would not have standing a charitable organization for misuse of money. You have no personal interest in it and no one does, and therefore effectively there's no one but the Attorney General who would have standing to sue.

Mr. FATTAH. Okay. Even if that were the case, and when you sue anyone you have to prove you have standing. It doesn't matter. You have to have standing. That's a legal test, but you are not prohib-

ited from filing a suit against nonprofits that I'm aware of. Were you aware that that's a fact?

Ms. CONNELLY. Yes, absolutely.

Mr. FATTAH. I'm talking to the gentleman that just responded?

Mr. DENT. They won't throw you in jail for filing a suit. They'll just throw it out.

Mr. FATTAH. There's no prohibition against filing a suit?

Mr. DENT. They'll throw out your complaint.

Mr. FATTAH. If it's frivolous.

Mr. DENT. No. They'll throw it out because you don't have standing. Only the Attorney General would have standing.

Mr. FATTAH. In California?

Mr. DENT. Anywhere.

Mr. FATTAH. Okay. Thank you, Mr. Chairman.

Chairman HOEKSTRA. We just had a little discussion back and forth here. It's perhaps a little bit more complicated than that about why you may or may not be suing or have standing to sue a section 501(3)(c). Maybe we can work together and get an understanding. We will distribute that to all Members of the committee to review and have a little bit more dialogue.

Mr. FATTAH. Thank you, because I really wouldn't want us to be conveying or passing on inaccurate information through the testimony of these witnesses. It is not the case in Pennsylvania. I don't believe it's the case anywhere else that you are prohibited from filing litigation against nonprofit organizations.

Chairman HOEKSTRA. We'll prepare an opinion and we'll work collaboratively on that so we all have an understanding of why or why not these types of suits might take place and we'll distribute that and we can talk about that at a future point.

Mr. FATTAH. Thank you.

Mr. WELDON. I just wanted to make a point of clarification on this issue because I served on the Board of a section 501(c)(3). You need liability insurance in case somebody slips and falls in your foyer. The issue here is misuse of your funds that you're suing for that, you know, that is where you have to have the standing in order to do that and I think the law professor stands correct that in most States, I believe in all 50 States only the Attorney General is considered by the courts to have standing on that issue.

Mr. FATTAH. For misuse of funds?

Mr. WELDON. For misuse of funds.

Mr. FATTAH. Doctor, first of all that's not the testimony that's in the—that was presented. It was presented that none of these organizations can be sued. Firstly, they can be sued. I've served on the board of a number of nonprofits. They can be sued for violating their fiduciary responsibilities, for slip and fall, for a whole range of issues, including discrimination against people for civil rights or violation of any number of different rules. I'm just trying to clarify what the facts are because it's difficult for us to have a civilized discussion and arrive at any rational conclusions if people are going to come forward and just state without challenge inaccurate information. Just as we went through the dialogue, unfortunately, about the ad. You say well, look. Look at this ad. Isn't it terrible? Do you think this might have been spent on Federal dollars? She says I don't know. And you say well, I'm very disturbed about this.

What are you disturbed about? You don't know how the ad was paid for.

Chairman HOEKSTRA. This is the first time I've seen the ad. I was disappointed and my picture wasn't it. We would have had one to submit. We also have a doctor now trying to be a lawyer. At this point I think the best thing to do is to get the lawyers looking at the legal issues. We will clarify it. We will submit it with Mr. Sawyer's approval after he reviews it for the record and with that we'll move to Mr. Cunningham.

Mr. CUNNINGHAM. Mr. Chairman, my apologies to you and to the Members and those who have testified. I've been in a hearing on Bosnia which I felt was very important. I tried to sit through all of the hearings yesterday. I won't take up a lot of time, but again I want to commend you for identifying some of the things—I think we all agree there's good teachers, there's good schools, but across the board on both sides of the aisles there's a lot of areas in which we can improve them. At least the temperament of these hearings have gone in that direction. We all agree that television has a negative aspect except for the football games and that welfare, the system is hurt, I think, as far as values and a lack of parent involvement is a direct indicator of student nonproficiency. In that light, I'm going to yield back the balance of my time, but I want to guarantee the Members, I will read our testimony and I hope you've been complete in it and I'll read every word of it. At this time I yield back the balance of my time.

Chairman HOEKSTRA. Thank you. Mr. Engel?

Mr. ENGEL. Thank you, Mr. Chairman, and thank you for letting me participate as a committee Member. Let me just say I'm a parent of three children, ages 2 to 14. I'm a former teacher and guidance counselor in the New York City public schools prior to my being elected to any office and I don't take second place to anybody in terms of my concern about parents, schools and values.

What disturbs me about some of the testimony I've heard and some of the testimony that was shown to me by people yesterday is that this hearing in some quarters has become a forum for what I think is shameful gay and lesbian bashing and that's too bad because I think that while parents can have differences of opinion in terms of what's appropriate to teach their children, I don't think any of us frankly has a right to look with askance at anybody else's lifestyle. I think lifestyles are an individual, for that individual to decide. I don't think that anyone has a right to look down upon anybody else. I think we're all God's children and we all have an obligation to treat other people with the same respect that we would like ourselves to be treated.

What also disturbs me is that some people seem to have a head in the sand approach, somehow if we close our eyes, AIDS will go away. If we close our eyes, homosexuality will go away. I'm really disturbed, Ms. Connelly, by one of the things that you have here when you talk about funding and you say it's used for salaries and expense accounts for gay activists to infiltrate public schools to espouse promiscuity and homosexuality. Do you really think that homosexuality is a choice that someone just makes a choice that I think I'm going to be a homosexual or do you think it's something that is more complicated. We're people and very complicated

human beings and are not young people in our schools find that they are either gay or lesbian, do not they have a right to have the kinds of counseling that Ms. Simons spoke about or some of the things that Dr. Storm talked about? Do you really think it's a choice?

Ms. CONNELLY. I have no problem with homosexuals going to schools to discuss homosexuality, but I have a problem with this encouraging children to be promiscuous.

Mr. ENGEL. Do you think—I have a 14 year old daughter and I might tell you if I look at some of these things I might flinch a little bit and say my God, do I really want other people saying these things or teaching these things to my child, but you know something, I would rather, I would hope that I would be able to impart those kinds of things to my child, but there are many children that grow up in families where families aren't able, don't want to, cannot or whatever, impart these kinds of things to them.

When we were growing up we learned about sex from other kids and most of it was inaccurate. I don't think, frankly, that there's anything wrong with trained professionals who present it to children. I think most young people are smart enough, particularly if they come from homes where parents are able to speak with them to understand what they want to do, what they don't want to do. Given the AIDS epidemic, I would rather that children be given all kinds of information so that they can understand. I would rather have kids use safe sex if they're going to have sex than have unsafe sex. Now I understand that you've said that abstinence is what we should be emphasizing, but we know that there are a lot of kids that don't abstain and the children that don't abstain I would hope would have accurate information knowing how to practice safer sex rather than being ignorant and not knowing at all.

Ms. CONNELLY. May I respond?

Chairman HOEKSTRA. The gentleman's time has expired. I think Mr. Engel, your last comments were exactly what the focus of this hearing were and are as the parental role and the relationship between values, parents and schools and not to what you had alluded to earlier, that is something that Mr. Sawyer and I have worked on for the last two or three months to make sure exactly that the focus of this hearing would be constructive and I think that we've been pretty good at doing it.

Mr. Beccerra?

Mr. BECCERRA. Thank you, Mr. Chairman, and by the way, thank you again for letting those of us who don't sit on the subcommittee, but on the full committee and those in fact, who may not sit on the committee to take the time and come and listen and perhaps have a chance to ask questions as well. I appreciate that.

Let me ask, well, first let me begin by saying that it's never been my thought that a school should take on the role of teaching values. It's more in my mind of providing a healthy environment for a student to learn so that that individual student can then come to terms with the values by which that individual wishes to live by thereafter.

I think I would agree with comments that have been made earlier that it is the parents' role and obviously in the home where values are first learned and hopefully cultivated, but given that it

is and if I could just get a quick answer to this because I have several questions I'd like to ask, is there anyone on the panel that believes that our public schools are engaged in promotion of homosexuality? Yes, no?

Mr. STORM. Absolutely not.

Mr. DENT. I don't think it's a question of necessarily promoting homosexual behavior. I think there has been talk about respecting differences and so forth, but people do not respect behavior that they consider to be sinful and our traditional religions in this country teach that homosexuality is sinful and many parents are bothered when their children go to school and are taught something that seems to be contrary to that religious belief.

Mr. BECCERRA. So perhaps not necessarily promoting homosexuality, but coming close to disrespecting the wishes of a parent when the child is at a school and certain programming or education is provided which that parent might disagree with?

Ms. CONNELLY. I do believe that my experience with speakers on gay panels in the classroom is that children are encouraged. I don't know what "promote" means. I believe that homosexuality is an inborn characteristic. You can't promote it, but you can encourage children to experiment to be gay, bisexual and to be promiscuous, rather than encourage them to be not abstinent, but at least monogamous.

Mr. BECCERRA. Let me follow up with some questions. I think in some of your testimony you had indicated that there were organizations that were receiving moneys, sham organizations that were receiving moneys for use of, for purposes other than those related to providing HIV or AIDS education or treatment.

Can you provide this committee, rather than giving us names at this stage or lists, provide this committee with those particular organizations which you believe might be sham organizations?

Ms. CONNELLY. Sham in the sense that maybe 10 percent of the funds are correctly used. The 90 percent of the funds are used for their own purposes. Yes, I can. It's right in the publications.

Mr. BECCERRA. But if you could provide a list, because if in fact, it's true, that's something that certainly this Congress can act upon because if any of these organizations ultimately receive Federal funds, certainly we can investigate those organizations that might, but rather than just state, make allegations, I think it's important for us to get down to the real nitty-gritty aspect of this. If there are organizations that are taking advantage of taxpayer dollars, let's find out.

I was just handed a note, my staffer having checked with the California Department of Justice, a nonprofit can be sued and it seems to make sense that they could be sued. Of course, you would have to have standing in order to file suit against anyone, whether it's a nonprofit or anyone else. You must have a basis for going to court and suing someone.

Let me move on and ask Ms. Simon a question. It relates more to just our kids. They're a lot different than the kids I grew up around and certainly I know they're highly different than the kids my parents grew up around.

Can we say that the values that our kids have today are any better or any worse than the kids I grew up with or the kids my parents grew up with?

Ms. SIMON. No. They're no better and no worse.

Mr. BECCERRA. It seems more to me we're talking about the environment and whether we tolerate differences or whether we accept differences or whether we appreciate differences is a matter more of the environment and perhaps ingrained or intuitive way that we react is more of a matter of how we're taught at home. If we find there's an intolerance of a particular individual at school, I think we'd probably have to deal more with it at home than we do at the school and I would just encourage those of us who are interested in making sure that we have kids that grow up with values that we take a look first at the home before we start attacking at schools. Thank you.

Chairman HOEKSTRA. Thank you. I'd like to thank the entire panel for, both panels, for being here today. Mr. Beccerra, thank you for calling the California Department of Justice. I still think we'll work on what we talked about earlier, that will have the legal opinion. Mr. Sawyer and I will review it and we'll submit that for the record and distribute it to all the Members to get a clarity of that issue.

A couple of summary comments over the results of the last two days of hearings. I think that it's safe to say that we've seen parents, teachers, community leaders who are all very concerned about this issue and want to deal with this issue in a very constructive way. There have been discussions and it's one of the responsibilities of this committee to find out that maybe some work we can do in the future is exactly how and where and if Federal dollars are at all used in these types of things and if they are, is there appropriate accountability throughout the process and do the dollars and how they're spent actually reinforce the intent of the legislation that we have passed and are they free from waste, fraud and abuse?

We have also seen that a number of success stories about where parents, schools and community leaders are working very successfully to deal with some of these difficult issues. We've also heard cases where that system appears to have broken down and where the trust between the community or at least some of the parents in the schools has broken down and where we see that, we've seen some failure.

We also have to take a look and it appears that in whatever role we have, there's perhaps some kind of consensus that opting kids in is a better type of program than opting kids out and the testimony from Mr. Dent that perhaps today parents don't have enough or that the amount of legal recourse that parents may have throughout this process may be somewhat limited. So I think we've learned a lot through the last two days. Overall, I think it's been done in a very constructive fashion. I'd like to thank my colleagues on both sides of the aisle for working together in putting these two days of hearing together in a very collaborative effort.

I'd also like to thank a lot of the outside organizations who have been very active in suggesting to us everything from the far right to the far left. I think we've met with just about everybody. We've

tried to have an inclusive process and that is the way this committee will continue working in the future.

Thank you very much for all you that participated and my colleagues.

The subcommittee is adjourned.

[Whereupon, at 1:32 p.m., the subcommittee was adjourned.]

STATEMENT OF HON. RANDY "DUKE" CUNNINGHAM, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Good afternoon. I thank subcommittee Chairman Hoekstra for holding this, the first of two days of hearings on "Parents, Schools and Values." And I am particularly eager to hear from our first witness, Bill Bennett.

When I was first elected to Congress, in 1990, I came with three priorities: serving my constituents well, balancing the Federal budget, and restoring the family. The first priority requires constant vigilance. The second is being accomplished by this historic 104th Congress. And the third is, in many ways, the subject of today's hearing.

I begin with the principle that parents are every child's first and most influential teacher. It is the responsibility of parents to provide children the moral framework for maturity. Such "family values" include responsibility, economy, patriotism, compassion and diligence. Historically, these values have been taught through generations of family experience, community activities, and through the church. Today, the public schools play a part in teaching values, through the traditional curriculum and additional, newer coursework in "family life education," sex education, and other fields.

It seems no one is satisfied with the result.

For a generation, investment in the public schools, particularly from the Federal Government, has grown faster than inflation. What has it bought us? Test scores are flat. In my State of California, a statewide experiment with "whole-language" literacy training has sent our students' literacy rates to the bottom. Recent news reports reveal that children know next to nothing of their Nation's great history. Parents express concerns that their children are being taught values that conflict with their own. And teachers are burdened with so many responsibilities over the social well-being of their pupils, that the traditional curriculum is crowded out.

Let us review the values espoused by one major national education group, the two-million member National Education Association. The NEA is the largest single labor union in the country. This year, it adopted a number of policy resolutions.

One opposed selling old school buildings to private school organizations. Another opposed so-called "deleterious programs," which includes "privatization, performance contracting, tax credits for tuition to private and parochial schools, voucher plans, planned program budgeting systems, and evaluations by private, profit-making groups." Other resolutions expressed hostility to home schooling, support for statehood for the District of Columbia, and adoption of socialized medicine. There is also focus on "sexual orientation education," "support for the celebration of a Lesbian and Gay History Month," "family life education," "sex education," "environmental education" and "global education," "comprehensive school health programs and services," "school counseling programs," and "student sexual orientation."

To my knowledge, the teaching of literacy, English, math, the hard sciences or American history did not rate a single mention in the NEA Resolutions.

I hope this hearing can help us address three questions:

Since parents are each child's first and best teacher and moral guide, what are the schools doing to help parents? What are they doing that hurts? And what, if anything, should Congress do about it?

STATEMENT OF HON. THOMAS C. SAWYER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF OHIO

Thank you Mr. Chairman. I am intrigued by the premise of this hearing today. I think that it is safe to say that all of us here agree that values are important. I think we also agree that values ought to derive initially from the home. A child's parents and family ought to be the first and most prominent influence in values education. However, the role of the schools is a somewhat more complex question. Schools can take on this role in different forms. Some seem to advocate a more proactive approach to teaching values while others would prefer that a more prohibitive approach be taken oy the schools. All would agree: the issue is provocative.

The role of local schools in teaching values is a question that needs to be considered carefully by each local community in light of the needs, traditions, and concerns of that area.

Nothing in current Federal law prevents communities from deciding to take either of the approaches I just mentioned, or any other for that matter.

Many States have also taken a role in assisting local communities with information, opportunities for training, and other resources. Secretary of Education Dick Riley has taken the lead in trying to provide answers, on a national scale, to questions of the role of schools in teaching values. He has created the Family Involve-

ment Partnership for Learning which brings together 100 civic organizations—including 30 religious organizations—to explore and discuss options available to local communities. However, it becomes increasingly clear that this is the one place from which it is most difficult to provide clear answers in matters of this kind to parents and communities. Posted along the wall, you can see four examples of places in Federal law that explicitly state that the Federal Government is prohibited from determining the content of local school curricula to States, communities, and parents. (posted examples taken from: The Department of Education Organization Act, GEPA, ESEA, and Goals 2000) Perhaps the best we can do is what I hope we are trying to do here today: not to provide answers—but rather to raise questions.

We have two witnesses here today who I believe will provide us with an enlightening discussion of this topic. Former Secretary Bennett needs no introduction. His reputation and accomplishments are well known, and as he has shown time and again, he can speak for himself. Patricia Ann "Pann" Baltz, our our second witness, will provide another dimension to this discussion in sharing the perspective of children and their needs. Mrs. Baltz is a fourth and fifth grade multiage teacher. She is an indelible and inspiring example of the kind of teacher we all hope our children will encounter. She has overcome physical challenges to pursue her dream of teaching and in the process has become a leader in her field. Mrs. Baltz is a member of Secretary Riley's Family Involvement Partnership in Education. She was California Teacher of the Year and Disney Teacher of the Year in 1993. And as I understand, she has crossed three time zones twice in the past three days, just so she could teach class for half of yesterday. She has told us that she is here today to be a voice for the children of this country. I am confident she will speak for many here today.

Thank you Mr. Chairman. I look forward to the testimony of both witnesses today.

STATEMENT OF HON. PETER HOEKSTRA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MICHIGAN

Welcome to this hearing of the Subcommittee on Oversight and Investigations. This hearing is entitled "Parents, Schools and Values" and will take place over a two day period. Let me take this opportunity to tell you a little bit about the hearing.

The over-arching theme of the two days of hearings is about parents reclaiming their role as the primary and most important teachers of values to this Nation's school-age children.

For me, this hearing has several purposes. The first is to consider values in a big picture sense and how those values, are communicated in society, particularly by parents. The second purpose of this hearing is to heighten public awareness regarding the information that is communicated and provided to our children in the public schools under the framework of "sex education," "human sexuality" and "sexual diversity." We will also discuss the flow of Federal funds that underlies the teaching of these topics and the remedies that are available to parents of public school children who may object and/or be offended by some of the topics taught and the vehicles used to teach these topics.

Over the last few months I've been asked the question—"Pete, why are you having this hearing?" There are several reasons. As a legislator, as a Member of the Committee that authorizes the Department of Education, and as the Chair of the Oversight and Investigations Subcommittee, I have several responsibilities. These responsibilities include:

- ensuring the effective, efficient and economical operation of the agencies within our jurisdiction;
- ensuring that these agencies and programs are operating in compliance with the spirit and letter of all applicable laws;
- ensuring that there is no fraud, waste and/or abuse among these agencies and programs; and
- ensuring that the agency or program is fulfilling an appropriate Federal mission.

My responsibilities as a legislator, Member of Congress and Chair of an Oversight Subcommittee also include making the American public, and in this case particularly parents, aware of what is going on in some of our public schools. I want to heighten their awareness, peak their interest and hope that this hearing will be a catalyst for parents to:

(1) ask a few more questions,

(2) read the details about class sex education programs a bit more carefully; and

(3) ask parents to review the materials that will form the basis of what their children are taught in "sex education/human sexuality" classes.

As I have noted time and time again, we are a fact finding subcommittee. Over the next two days, we will hear from several individuals. Today, we are joined by William Bennett, the former Secretary of Education and author of The Moral Compass, The Book of Virtues, and the Index of Leading Cultural Indicators and Patricia Baltz, the 1993 California Teacher of the Year. Tomorrow, we will be hearing from parents, a teacher, a school administrator and others. They will be speaking to us about their personal experiences. We will also hear from an individual familiar with the flow of Federal funds into various communities and the remedies that are available (or lack thereof) to parents of students.

Well, I think I have said enough for now, and wish to turn to our first witness, Dr. William Bennett, a former Secretary of Education and the author of many books relating to our topic of discussion.

STATEMENT OF RANDY "DUKE" CUNNINGHAM, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Good morning. I thank subcommittee Chairman Hoekstra for holding this, the second of two days of hearings on "Parents, Schools and Values."

In yesterday's hearing, we heard from former Education Secretary and Drug Czar, William Bennett. The message from the hearing was clear. Parents are the first and best teachers and moral guides of our children. Perhaps more importantly, if parents fail to take this responsibility, someone else will. That "someone else" is often the public school. Children, teachers, parents and society will have to ask themselves whether they are pleased with the result.

For a generation, investment in the public schools, particularly from the Federal Government, has grown faster than inflation. What has it bought us? Test scores are flat. In my State of California, a statewide experiment with "whole-language" literacy training has sent our students' literacy rates to the bottom. Recent news reports reveal that children know next to nothing of their Nation's great history. Parents express concerns that their children are being taught values that conflict with their own. And teachers are burdened with so many responsibilities over the social well-being of their pupils, that the traditional curriculum is crowded out.

Today, we will hear from a panel of witnesses who take several sides of this issue. We'll hear from parents whose children received controversial instruction relating to matters of virtue and morality, without having been notified or asked permission. We'll hear from teachers who will testify to the value of such instruction. And we will review, in depth, whether Federal funds have been, or should be, involved.

As I did yesterday, I believe it is instructive to review the priorities espoused by one major national education group, the two-million member National Education Association. The NEA is the largest single labor union in the country. This year, it adopted a number of policy resolutions.

One opposed selling old school buildings to private school organizations. Another opposed so-called "deleterious programs," which include "privatization, performance contracting, tax credits for tuition to private and parochial schools, voucher plans, planned program budgeting systems, and evaluations by private, profit-making groups." Other resolutions expressed hostility to home schooling, support for statehood for the District of Columbia, and adoption of socialized medicine. There is also focus on "sexual orientation education," "support for the celebration of a Lesbian and Gay History Month," "family life education," "sex education," "environmental education" and "global education," "comprehensive school health programs and services," "school counseling programs," and "student sexual orientation."

To my knowledge, the teaching of literacy, English, math, the hard sciences or American history did not rate a single mention in the NEA Resolutions.

With that, I yield to the Chairman so we can hear the testimony of our witnesses.

STATEMENT OF HON. STEVE GUNDERSON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF WISCONSIN

Mr. Chairman, the occasion of these hearings provides an opportunity for this committee to reflect on the appropriate role of the Federal Government in the education of young Americans, and particularly the role that the government can and should play in the moral training of youth. Many are concerned about the use of Federal dollars to support programs that are believed to communicate a set of objec-

tionable values to impressionable students and/or that seek to provide students with information about human sexuality, HIV and AIDS.

As I see it, the role of the Federal Government is to provide leadership and technical assistance in all matters of education. Decisions about academic curricula ought to be made at the local level, by locally elected or appointed individuals and other informed and interested persons, including parents and teachers. These curriculum decisions should reflect parental involvement to the fullest extent possible. Parents must take active roles in the education of their children, not only in their homes, but by contributing to public debate and discussion about school curricula.

Former Secretary of Education William J. Bennett suggested in his testimony to this subcommittee that the character of a school is more important than its course selections in educating students. This character is determined by the behavior of the individuals associated with the school; the students, the teachers, parents, and other adults. Patricia Baltz also echoed in her testimony, that the education of students involves forming connections between home, school, and the community. Together, these entities help students to become lifelong learners who can discriminate between the ideas and behaviors they want to learn about and pursue.

The Federal Government should not seek to impose or displace local control and authority in education. Instead it should support localities in developing appropriate curricula for their youth. One legitimate role for the Federal Government, then, is to make resources available for localities that want to use them to implement curricula and programs they have developed. The Federal Government can also demonstrate leadership in promoting cooperation between students, parents, schools, and broader communities in the mission of educating American youth.

With regard to sex education and curricula aimed at teaching about sexuality, research suggests that comprehensive sex education programs do not encourage students to engage in sexual behavior, nor do such programs affect a student's sexual orientation. What these programs do is educate students, help them to clarify their own values, permit them to make informed decisions about their sexual behaviors, and encourage them to take responsibility for themselves. I adamantly oppose any programs which have as their focus the promotion of any form of sexuality or sexual behavior or which attempt to recruit students to a particular set of sexual practices or orientation.

Education about sexuality and the sensitivity to related issues is critically important for America and its youth for at least two major reasons. First, we have been held in the grips of the HIV epidemic for more than 10 years now, with most of the cases of AIDS in the United States attributable to sexual behaviors. In response to this epidemic, it is important for the Federal Government to continue to provide funding for research and HIV/AIDS education and prevention efforts, part of which must involve information of sexual behaviors.

Through October, 1995, the Centers for Disease Control and Prevention reported over 100,000 cases of AIDS in people aged 29 years and younger. Since 1993 alone, nearly 42,000 new cases of AIDS have been reported among people aged 20-29 years. Given that it can take years, sometimes over a decade, for an HIV infected individual to develop AIDS, it is clear that almost every single one of these new AIDS cases occurred because a teenager was infected. How many kids must we kill before we are willing to teach them the facts of this terrible disease and how they can effectively protect themselves? We need to have the courage to stand up to say that it is time to educate our children. Do what is right, not what is politically popular at the moment.

A second very important reason that sexuality needs to be addressed in schools, is the shocking rates of victimization and suicide among youth who are gay, lesbian, or bisexual, or who are perceived to be so. For example, a recent study of 15-21 year olds from support groups for gay and lesbian youth in 14 cities in the United States indicated that 80 percent reported verbal insults, 44 percent reported threats of attack and 13 percent reported being spat on. At school, a place we all hope could be safe, 22 percent of males and 29 percent of females reported being physically hurt by their peers and 7 percent reported being hurt by a teacher.

Regarding suicide, the 1989 Report of the Secretary's Task Force on Youth Suicide conducted by the United States Department of Health and Human Services under the Bush Administration concluded that "gay youth are two to three times more likely to attempt suicide than other young people" and that they "may comprise up to 30 percent of completed youth suicides annually." In a different and more recent study, meanwhile, 42 percent of gay youths reported a past suicide attempt. It is hard to know if these suicides and suicide attempts could have been avoided if compassionate and sensitive adults had been available to these students. Still, these disturbing figures again force the question of how many kids must die, in this case

at their own hands, before we accept the challenge of providing them with accurate and non-judgmental information about human sexual behavior and sexual identity.

Nearby, a survey of junior and senior high school students in Montgomery County, Maryland conducted in Spring, 1994 revealed that more than 53 percent of them believed that discrimination against gays and lesbians is a problem at school. This was a higher percentage than the number who felt that discrimination against Asian Americans, Hispanics/Latinos and African Americans was a problem at school. When asked which group suffered the most from discrimination in Montgomery County, 28.5 percent identified gays and lesbians as the group that suffers most. Clearly, students themselves recognize that discrimination against gays and lesbians exists and is a problem. When asked how good a job their school was doing to fight prejudice against gays and lesbians, however, these students were not optimistic. Over half (55 percent) reported that their school's efforts were not very good or not good at all. An additional 15.6 percent were unsure about their feelings about what their school was doing. The climate for gay and lesbian youth is not tolerant. It is perhaps not surprising that many of them contemplate or commit suicide.

To conclude, I oppose the abuse or misuse of any public funds and on this issue of education, it is possible that there may be abuses. Certain education programs, and sex education programs in particular, may be offensive to some students and their families. Other programs may be too extreme in imposing certain values or practices on students.

What I hope we can all agree on, however, is that students need to be taught broad values of respect, equality, and tolerance, and encouraged to develop critical minds. As former Secretary of Education Bennett suggested, the values of honesty, fairness, self-discipline, and belief in equality are ones which we as Americans should all share. These are the values that should be communicated and reinforced by parents, schools, and our communities. Moreover, all students, regardless of their specific cultural background, gender, sexual orientation, stage of development, or other "category," most certainly want to be treated with respect, given a sense of responsibility, given room and encouragement to develop and explore, and to be treated with compassion. I believe that the Federal Government has an important role to play in the communication of these values and in providing leadership for this appropriate and collaborative educational mission.

STATEMENT OF MICHAEL N. CASTLE, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF DELAWARE

Why are values so important? Because the values held by members of our society shape the behavior of individuals, and their behavior has a direct impact on the health of our Nation's families, communities, and our Nation. Citizens who do not value compassion can act selfishly. Citizens who do not value their obligations do not honor them. Citizens who do not value family can abandon them. Citizens who do not value the law can break it. Citizens that do not value human life can commit violence against others. These actions can slowly lead to the ultimate decay of a society.

So I think it is important to understand how values are transmitted in society, and to have a national debate about the kinds of values that should be instilled in our young people, and to perhaps remind parents and institutions such as schools, churches, and the media about just how influential they are in shaping the minds of our young people. However, its not clear to me what Congress' role should be in this debate. Can Congress really raise awareness throughout the country? How effective can we be, how strong and unified is our voice? And do we have credibility with the public on the issue of virtue and values?

I think most of us fully realize that the matter of declining values and the problems that accompany that decline is multifaceted, with dozens of possible explanations, ranging from the changing structure of the family, particularly when children are abandoned by one or both parents; the media's representation of violence, crime, and casual sex; the increased use of narcotics; the seemingly reduced role of churches in our communities; and the values perceived to be held by peers.

The solution is more complicated than "raising awareness" among parents so that parents "reclaim" their role as the primary teachers of values. Parents have always taught values. But parents reflect a wide range of values, including those that presently trouble us. What values are transmitted by parents who abuse alcohol or drugs? What values are transmitted by physically abusive parents? What values are transmitted by racist parents? By parents that abandon their children? The list goes on. And parents who are plagued by poverty, illness, or grueling work schedules will have a difficult time heeding the call to "reclaim" their role teaching values.

And parents, while still the main transmitter of values, now must compete with values transmitted by the media, which glorifies violence and casual sex. Take, for example, the 13 nationally syndicated talk shows which nearly 4 million children age 11 or younger watch daily many with their parent's approval. These shows feature programs like "Transvestite Makeovers," "Women Who Marry Their Rapists," "Gay Gang Members," "Porn Stars Reunite With First Loves," and "Kids Who Want To Kill Their Moms," among others. Which desirable values are inculcated by this line up? If we are serious about halting the disintegration of virtue, this must be addressed—not necessarily by Congress, but it must be addressed.

Schools, too, shape the minds of our young. But that which is taught in schools is primarily a State and local matter, the Federal Government doesn't dictate it. I have concerns about examining at the Federal level specific problems which occur at the local level, particularly if the specific problems are not widespread and rampant, and if they do not warrant legislative solutions, specifically Federal legislative solutions.

I do not doubt that some Federal dollars somewhere in the United States have found their way into school programs which are clearly offensive, and I agree that Congress should take reasonable steps to ensure that Federal dollars are not used for patently offensive materials. But I don't believe that the mere fact of potential or actual misuse of Federal dollars should lead us to eliminate programs which can improve the health of youth by teaching them to avoid diseases, particularly if these programs are accepted by the local community. This said, I do believe that parents must be given sufficient time and information about programs so that they can excuse their children from the programs if they wish.

My basic point here is that encouraging parents to be involved in their children's education is certainly a worthy goal, and I strongly support it. But alone, it will not solve the problems resulting from a declining respect and love of virtue which face our country. That will take a massive collective effort, one that engages our civic leaders, our religious leaders, our teachers, the media, our community leaders, all levels of government, families, neighbors nearly everyone in our society. I hope this hearing proves to be another step toward this collective effort, and that we all keep in mind the larger picture as we listen to testimony today.

STATEMENT OF HON. PETER HOEKSTRA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MICHIGAN

Welcome to this second day of hearings on "Parents, Schools and Values." Yesterday, we had what I consider to be an excellent discussion with former Secretary of Education William Bennett and Patricia Ann Baltz, the 1993 California Teacher of the Year. We discussed why parentalinvolvement is critical to the education of our children, why parents need to be able to trust the schools and teachers that they send their children to and what role the Federal Government has to play in all of this—probably very little.

Anyone who wonders why we are holding this hearing should review yesterday's testimony. Both Dr. Bennett and Mrs. Baltz clearly stated that parental involvement is critical. That reinforces the main point of our hearing: Parents need to reclaim their roles as the primary teachers of values to their children.

Now, allow me to reiterate some of the other major points I heard during yesterday's testimony and questioning.

1. Teachers say time and time again that parental involvement is the most important thing that helps students most. The parent is the first teacher and the schools must work hand-in-hand with them for the benefit of the child.

2. Conversely, parents say time and time again that they need their children to be taught to read, write, count and think, rather than focusing on other peripheral issues.

3. Schools will have lots of latitude when teachers and administrators have earned the trust of the parents and the community in general. That trust can be broken if parents are shut out of the process.

4. Parents must be allowed to be involved in the schools, visit the classrooms and see what is being taught to their children. As Dr. Bennett said, any school that is not willing to allow that probably is not worthy of a parent's trust.

5. The Federal Government should not formulate a system that pressures school administrators to look more toward Federal regulations, compliance and funding rather than toward their own community for answers. Schools need to reflect community values.

6. Dr. Bennett particularly stressed the need to look at the issue of school choice to improve our schools and as a way to re-involve the parents in the educational process.

7. When it come to values, it is more important to look at how teachers treat each other and how they treat students, how students treat teachers, and how administrators treat teachers, than to look at specific programs and courses.

8. Finally, the moral needs of students are pretty much the same wherever you go. We must recognize that all children are moral agents—they can recognize right from wrong as defined by their moral leaders, be they their parents, teachers, friends or television.

So that's what we talked about yesterday and I am hopeful that today's discussion will further illuminate these ideas.

Finally, as I do at each of our hearings, I would like to reiterate the guiding principles for our committee:

• We must ensure the effective, efficient and economical operation of the agencies withing our jurisdiction;

25-731 O - 96 (152)

ISBN 0-16-052874-7